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ABSTRACT

Described is the first phase of a project concerned with the development of a program and a resource guide in the area of physical education and recreation for the mentally retarded in Wisconsin. Phase 1 consisted of a 6-week summer program to give intern physical education teachers practical teaching experience with trainable and educable mentally retarded children (N equals 58), with the intent of developing sequential curriculum guidelines composed of behavioral objectives and workable suggested activities to implement the state curriculum. Outlined is the daily program in the five areas of instruction: physical education, crafts, ceramics, music, and woodworking. Behavioral objectives are presented for 30 skills which are components of motor ability and more complex sports skills. Activities and annotated resource materials are listed for all five areas of instruction in sample unit and daily lesson plans. Expanding upon this preliminary organization of a physical education and recreation program, Phase 2 of the project will develop a comprehensive multi-year program for an entire school and publish a resource guide. (KW)

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A Guide to Physical Education for the Mentally Retarded

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- Doris G. Phipps
Administrator
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for Special Education

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A GUIDE TO PHYSICAL EDUCATION

for the

MENTALLY RETARDED

using

Persisting Life Situations No. 5 and 10*

Sheboygan County School for Special Education

This publication was developed through a U.S. Office of Education Grant No. 594149, Wisconsin Title VI-A, Elementary and Secondary Education Act, Project No. 00033.

*Taken from EMR Curriculum: A persisting life needs approach; Wisconsin Department of Public Instruction, Madison, Wisconsin, Bulletin No. 058-70

OVERVIEW

This project was made possible through Title VI funds (P.L. 89-750) of the Elementary and Secondary Act of 1965. Phase I of the project consisted of a six-week summer program to give intern physical education teachers practical experience in teaching their subject area to trainable and educable mentally retarded children. Four weeks of the program provided learning experiences in physical education and recreation activities for approximately 58 retarded children. The Sheboygan County School for Special Education was the setting for the summer session.

Through experimentation with various techniques and methods, it was the intent of Phase I to develop curriculum guidelines composed of workable experiences related to behavioral objectives developed by the staff. It was also the intention of the project to improve the skills and levels of functioning of the children who participated in the various activities of physical education and recreation. To be more specific, Phase I was designed:

1. To provide the intern physical education teachers with the practical experience of teaching mentally retarded children in the area of physical education and recreation.

2. To provide a formal training program for the intern physical education teachers to meet the certification standards of the Department of Public Instruction.

3. To help the retarded participants find enjoyable recreational activities which release tension and frustration.

4. To examine growth in physical fitness resulting from a directed and intensive physical education program.

5. To determine the content of an ideal physical education program designed specifically for the retarded and to develop behavioral objectives for the various aspects of such a program which will be further developed in Phase II.

6. To develop sequential curriculum guidelines consisting of behavioral objectives and suggested activities which are written using the format suggested in "Teachers' Handbook for Implementation of the State Curriculum for Educable Mentally Retarded".

Phase II of the project is to consist of a multi-year comprehensive program of physical education and recreation for the trainable and educable mentally retarded students of the Riverview School in Manitowoc. During the course of Phase II, practical use will be made of the program content, behavioral objectives and suggested activities of a program of physical education and recreation for the retarded, as developed in Phase I. The program for an entire school year will be developed and the curriculum guidelines will be expanded

within the format suggested in the Wisconsin Curriculum for the EMR, A Persisting Life Needs Approach, published by the Wisconsin Department of Public Instruction, the Division for Handicapped Children, Madison, Wisconsin. The expanded curriculum guidelines developed in Phase II will specifically relate to portions of the basic Persisting Life Situation No. 5, Learning to Keep Healthy; No. 6, Learning to Live Safely; and No. 10, Learning Wise Use of Leisure Time.

Following the completion of Phase II of the project, it is expected that a resource guide will be published, relating to the area of physical education and recreation for the retarded.

Four graduate itnern teachers were involved in the six-week summer program. All have undergraduate or graduate training in the field of physical education and recreation and all will be teaching the mentally retarded in their respective school systems during the 1970-71 school year. Six graduate credits were earned by the interns through Wisconsin State University-Whitewater. Four of the credits were in practicum student teaching of physical education to the retarded, and an additional two credits were earned in curriculum methods and design. These six credits not only applied toward a graduate degree in special education, but also erased existing deficits toward full certification in special education through the State Department of Public Instruction. The four intern teachers who participated in Phase I of the project were:

1. Mrs. Barbara Richards, the Swimming Director at Walworth County Special School for the Mentally Retarded in Elkhorn, Wisconsin.

2. Mrs. Carol Lisdahl, who will be teaching physical education at the new Riverview School for the Mentally Retarded in Manitowoc, Wisconsin. Mrs. Lisdahl will also be involved in Phase II of the project at the Riverview School.

3. Mr. William Sterrett, who will teach physical education and swimming to the retarded and physically handicapped in the Green Bay School System during the coming school year.

4. Mr. Thomas Brown, currently the physical education teacher at the Sheboygan County School for Special Education in Sheboygan Falls, Wisconsin.

Phase I of the project also employed four teachers in the area of recreation. Their classes were designed to provide the retarded participants in the summer session with worthwhile experiences in leisure-time activities. These classes also provided "release time" from the physical education activities for the students, since it would have been impossible to subject the students to a full day of vigorous, strenuous physical activity. These staff members included:

1. Mr. Thomas Morrelle, who taught activities in ceramics and pottery during the session. Mr. Morrelle is a half-day teacher of the mentally retarded and a half-day administrative assistant at the Sheboygan County School for Special Education during the regular school year.

2. Mr. Walter O'Connell, who taught the area of woodworking. Mr. O'Connell is a teacher of the mentally retarded at the Riverview School in Manitowoc.

3. Mrs. Minnie Dulmes, crafts teacher, who teaches the mentally retarded during the regular school year at the Sheboygan County School for Special Education.

4. Mr. David Mueller, music teacher, who is employed in Random Lake as a remedial reading teacher during the school year.

Mr. Donald Voss, Physical Education Director at the Walworth County Special School in Elkhorn, served in the capacity of "Master Teacher" during Phase I of the project. His duties and responsibilities included:

1. To provide the personnel involved in Phase I of the project with background information and materials pertinent to the teaching of physical education and recreation to the mentally retarded.

2. To provide the leadership in the initial planning and organization of the four weeks in which the retarded students were involved.

3. To teach, supervise, assist and evaluate the four intern physical education teachers during the course of the four weeks involving the retarded students.

4. To coordinate the entire six-week program of Phase I, which included a week of pre- and in-service activities, four weeks of a physical education and recreation program and a final week of evaluation, summary, and the development of the curricular guidelines necessary to Phase II of the project.

Miss Doris Phipps, Director of the Sheboygan County School for Special Education, served as the administrator of the total summer program of Phase I. Miss Phipps authored Phase I of the project and Mr. Henry Donatell of the Riverview School will conduct Phase II.

Approximately 58 mentally retarded students, both trainable and educable, were enrolled in the four weeks of physical education and recreation activities. Most were students from the Sheboygan County School for Special Education, with a few students being from special education classes in Plymouth, Wisconsin. The students were initially divided into six groups, primarily by chronological age, with the trainable students dispersed among the six groups.

Five teaching stations were available--physical education, crafts, ceramics, music and woodworking. The school day began at 9:00 and classes were concluded at 1:05, with the remainder of the afternoon devoted to off-campus activities, such as swimming and bowling. The students went home by bus at 3:00 each day. The chart below gives a breakdown of the class schedule by time, activity and student group.

PERIOD	PHYSICAL EDUCATION	MUSIC	WOODWORKING	CRAFTS	POTTERY
9:00-9:35	Groups 1 & 2	Group 3	Group 4	Group 5	Group 6
9:35-10:10		Group 4	Group 5	Group 6	Group 3
10:10-10:45	Groups 3 & 4	Group 5	Group 6	Group 1	Group 2
10:45-11:20		Group 6	Group 1	Group 2	Group 5
11:20-11:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:55-12:30	Groups 5 & 6	Group 1	Group 2	Group 3	Group 4
12:30-1:05		Group 2	Group 3	Group 4	Group 1
1:05-3:00	OFF-CAMPUS ACTIVITIES SUCH AS SWIMMING, BOWLING, ETC.				

(See Appendix A)

As the reader will note by the chart on the previous page, two groups of students were in the physical education class simultaneously. Figuring nine to ten per individual group, this means that 18-20 students were engaged in physical education activities for a period of 70 minutes. Each of the other areas had a maximum of nine to ten pupils each period for 35 minutes. In organizing and setting up the class schedule, it was decided that since

four intern teachers and the master teacher were working in the physical education area, class size could be doubled. Likewise, the amount of time the students spent in the physical education area was doubled. This allowed for more than one main activity each day. It also enabled more than one intern to conduct a daily lesson. The other subject areas of the class schedule had shorter periods and fewer students, since one individual teacher handled each area. This same schedule was followed each day of the four weeks of the program in which the retarded students were enrolled.

Three field trips were arranged during the four weeks that the students were enrolled. On July 2, all of the students, staff members and a few parents journeyed to Milwaukee for a tour of the circus wagons at the lake front and a Brewers baseball game. The following week, July 10, they again went to Milwaukee for a day at the Milwaukee County Zoo. On July 21, the entire school visited Maribel Caves Park, Point Beach State Park and camped overnight at the Manitowoc Public Schools Camp near Two Rivers.

To culminate the four week session, an "open house" was held on Thursday evening, July 23. Parents and public were invited to watch demonstrations of the various activities in which the children participated furing the summer session. Exhibits were set up in the hall adjacent to the gymnasium featuring projects constructed in the crafts, pottery and woodworking areas. Singing was used to begin and terminate the demonstration in the gymnasium. At the end of the demonstration, physical fitness award certificates were distributed to all of the students who showed progress between a pre- and post-session test. The special Fitness Test used was published by the American Association for Health, Physical Education and Recreation.

In summary, the six-week program was Phase I of a Title VI project jointly sponsored by the Sheboygan County School for Special Education and the Riverview School in Manitowoc. The first week, June 22-26, was a pre-service week with the staff and interns as participants. June 29-July 24 consisted of four weeks of a directed physical education and recreation program for 58 mentally retarded students. The final week, July 27-31 was spent in evaluating the program of physical education and recreation activities and writing the curriculum guidelines necessary for Phase II to be conducted at the Riverview School in Manitowoc.

Physical Education Program Content:

Assuming that the physical education program in question is a new endeavor, as we have in this case, there are certain characteristics which an adequate program should have. In organizing the four week program of physical education and recreational activities for Phase I of the project, it was felt that it would be logical to list or collect the components of an ideal physical education program, analyze the values and select those aspects of

an adequate program which could be included in a four week program of physical education and recreation, as was the case in Phase I of the project. Following this, activities were selected which would include most of the aspects of an ideal physical education program. Obviously, with the limitation of only four weeks with which to work with the students, only a small number of activities were feasible for the program in Phase I. Drawing on past experiences with retarded children, the master teacher and the interns perused the literature and various resources and selected those activities which, it was felt, would best meet the components of a good program of physical education and recreation. Below, these investigators have listed the components of an ideal or adequate program, with those components included in the four-week program of Phase I denoted by an asterisk (*):

I. Basic Motor Skills
   A. Non-Locomotor
      *1. Stretching
      *2. Bending
      *3. Balancing
       4. Twisting
       5. Swaying
      *6. Stooping
      *7. Falling
       8. Swinging
      *9. Climbing
     *10. Lifting
   B. Locomotor
       1. Crawling
       2. Creeping
      *3. Walking
      *4. Running
      *5. Jumping
      *6. Hopping
       7. Leaping
      *8. Skipping
       9. Galloping
     *10. Sliding
     *11. Gliding
     *12. Starting
     *13. Stopping
     *14. Dodging
     *15. Pivoting
II. Sports Skills
   *A. Rolling
   *B. Throwing
   *C. Bouncing
   *D. Dribbling
   *E. Catching
   *F. Kicking
   *G. Pushing
   *H. Pulling
   *I. Striking

III. Recreation Skills-(Carry-over Value)
- *A. Outdoor Education
  - *1. Hiking
  - *2. Camping
  - *3. Recreation
- *B. Bowling
- C. Skating
- D. Sledding
- E. Golf
- F. Archery
- G. Tennis
- H. Volleyball
- I. Badminton
- J. Skiing
- *K. Water Skills
- *L. Hobbies
  - *1. Woodworking
  - *2. Crafts
  - *3. Ceramics
  - *4. Music

It is not the intention of these writers to imply that the above list is all-inclusive. The reader is asked to refer to the booklet entitled Physical Activities for the Mentally Retarded-Ideas for Instruction, published by the Project on Recreation and Fitness for the Mentally Retarded and the Life-time Sports Education Project of the American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. Many other books have similar listings. These writers decided it would be best in our situation to list specific skills to be developed, rather than activities.

Some of the above-mentioned terms need clarification for the reader. For the purposes of this project, some of the definitions may vary from those found elsewhere.

1. Basic Motor Skills: Certain patterned movements are basic or fundamental to all physical activity. It would be in error to assume that these basic motor skills are simply learned as the child grows up. Many of them must be taught to the child early in a physical education program if he is to gain satisfaction and be ready to participate in the various physical education activities later on in his life. Most researchers report that although many normal children simply "pick up" most basic motor skills through play, the mentally retarded must be taught the skills.

Non-Locomotor in this discussion simply refers to those basic motor skills which are characterized by non-movement. They are accomplished usually without any forward, backward or lateral movement on the part of the performer.

Locomotor, as opposed to non-locomotor, refers to those motor skills which result in movement, whether the movement be forward,

backward or lateral. In other words, the performer uses locomotor basic motor skills to move from one place to another.

2. Sports Skills: Although the reader may argue that the skills which are listed under sports skills are in reality basic motor skills, these investigators agreed upon listing the basic or fundamental skills necessary to perform most competitive sports, rather than list the sports themselves. Due to the limitation of time in Phase I of the project, namely four weeks, it was felt that it would not be feasible to attempt to include all sports, but rather to include the skills necessary for participation in the sports.

3. Recreation Skills: The basis for inclusion of recreation skills in a physical education program for the mentally retarded is quite obvious. It may be assumed that although the retardate may eventually find gainful employment upon completion of school, he will seldom have "extra spending money" for expensive hobbies or recreational sports. He will most likely have to entertain himself in the simplest and least expensive manner possible. Listed on the previous page are most of the activities and sports in a physical education program which are suitable for the post-school years. All have carry-over value and may be termed "life-time sports" meaning that those children who acquire a knowledge and an adequate command of them will have a worthwhile leisure-time activity to fall back upon during their "free" time.

Phase I Activities:

In the following discussion, these writers will attempt to discuss and justify the inclusion of the various physical education and recreational activities in the four week portion of the Phase I summer session. The reader may have noted that in this age of Kephart, Doman-Delaccato and others, perceptual-motor skills, self-awareness development, body-concept and self-image activities have been omitted. This was done intentionally largely due to the time limitation of the summer session. It is expected that Phase II of the Title VI project will include them in its operation. The reader is encouraged to turn to Appendix A for an overview of the activities included in the physical education program of Phase I. Here he will find the four week program broken down day-by-day.

1. Special Fitness Test: Phase I of the project had as one of its goals the measurement of any resulting improvement in the physical fitness scores of its retarded participants. To accomplish this, the Special Fitness Test was administered on a Pre- and post-test basis. It is to be noted that the students who attend the Sheboygan County School for Special Education during the regular school year were given their pre-test during the month of May, 1970. Those participants from the Plymouth special classes were given the test during the first two days of the four-week program because physical fitness test scores were not available to intern physical education teachers and the master teacher. Appendix B contains the pre- and post-test scores of the retarded participants in Phase I.

Although the expectation that any significant gains will be exhibited is slim, there may be a resulting significant gain once the raw scores have been statistically treated by computer at the Department of Public Instruction. Basically, the Special Fitness Test is a modified version of the AAHPER Youth Fitness Test published by the American Association for Health, Physical Education and Recreation. It differs from the Youth Fitness Test on three of seven items. First, the bent arm hang for time is substituted for the pull-up test. Second, the one-minute sit-up test replaces the sit-up test for maximum repetitions which appears in the Youth Fitness Test. Finally, the 300-yard run is used in the Special Fitness Test rather than the 600-yard run. The other four test items are identical to those in the Youth Fitness Test, namely, the shuttle run, 50-yard dash, standing long jump and softball throw for distance.

It must be noted at this point that there are many other measures of physical fitness and motor ability which may be used in evaluating the mentally retarded pupil in physical education. Again, due to time limitations, Phase I did not use any other instrument of measurement than the Special Fitness Test. The reader is asked to refer to Appendix C where he will find other tests and measurements instruments which he may find suitable in his particular situation. Phase II of this project will explore the possibility and feasibility of other instruments.

2. Bowling: The sport of bowling was included in the Phase I summer session as an off-campus activity with leisure-time value. As mentioned earlier, the daily period from 1:05 to 3:00 was devoted to off-campus activities with recreational value. Swimming was engaged in three days per week with the remaining two days spent bowling. The local bowling lanes in Sheboygan Falls was utilized for this activity. Students, staff and intern teachers walked to the bowling lanes, which gave the activity an added value, that of teaching the retarded students to cross streets, watch for traffic, etc. It is felt that this was of extreme value to the trainable child. It must be noted here that a two-day unit was developed in teaching the basic bowling skills to the pupils. Use was made of ordinary playground balls to teach the skill of rolling a ball. Targets were added to emphasize accuracy of the rolling. Finally, the commercial "Gym-Bowl" kit was used to give the students a simulated atmosphere of bowling. The kit consists of ten regulation size pins, made of plastic, and a plastic bowling ball with the three-hole arrangement found on regulation bowling balls. It is felt that this particular lead-up activity has great value in teaching bowling skills. However, it was discovered that even though the younger children could master the rolling of the "Gym-Bowl" ball and the approach, they were unable to bowl properly once they were exposed to a real ball, largely due to the weight of the regulation ball. Out of eighteen boys and girls in Groups 1 and 2, which was comprised of children between the ages of eight and ten, only one boy could properly bowl at the bowling lanes. After exposing this group to bowling for three sessions, it was decided that they would receive more benefit in remaining at the school where low-organization games, relays, etc. could be taught.

No time was spent on the teaching of scoring, since this is best accomplished during the regular school year in the arithmetic classes. The Gym-Bowl Kit includes strip films with accompanying records which illustrate all aspects of bowling. Largely due to lack of time, the use of the stril films was eliminated.

3. Swimming: Since the pool at the Sheboygan County School for Special Education is not scheduled for completion until the Fall of 1971, use was made of the pool at the Plymouth High School. Most of the children had previously participated in some form of swimming activity, but mostly of a recreational "fun" nature. With the assistance of Mrs. Richards and Mr. Sterrett, who are both qualified Red Cross Water Safety Instructors, a program of swimming skills instruction was developed. Under their direction, the students were tested and divided into four classes--beginners, advanced beginners, intermediates and swimmers. Although Red Cross cards were not issued to the participants, it was interesting to note the marked improvement of swimming skills exhibited by the participants. Even though most of the children expected to "play" in the water for the entire swimming period, there was a significant improvement in their attitude toward organized swimming classes. They still looked forward to their five or ten minutes of "free time" but were able to realize that the instructions were a necessary part of the swimming program.

4. Relay Races: To stimulate motivation and eliminate the rote monotony of drill, relay races were used to add "fun" to various activities. Among the activities used in relay races were basic motor skills, such as running, skipping, hopping, etc., sport skills, such as ball handling, and swimming skills. It was observed that the retarded students have some difficulty in understanding the organization and operation of a relay race type situation. It was also found that the relay teams had to be small in number due to the attention span of the retardate which was opposed to waiting in line for their turn.

5. Parachute Play: Use was made of the Sheboygan County School's parachute which measured approximately 35 feet in diameter. Parachute activities are highly motivating to the retarded child. It is fun, has an immediate reward and its use can be adapted to most basic motor skills. Through parachute play, basic motor skills can be taught, rhythm activities can be varied and low-organization games can be enhanced. It was the feeling of this staff that if one piece of equipment or apparatus was essential to any physical education program, that would be the parachute. The use of the parachute is limited only by the teacher's and the pupils' imagination.

6. Movement Exploration: In this particular project, movement exploration was utilized in the teaching of ball skills. An excellent unit was developed by the intern teachers using the technique of movement exploration. Although relay races and drills were used in the teaching of ball skills, it was felt that the use

of movement exploration was the most successful technique for use with the retarded pupils. In addition to the teaching of ball skills, movement exploration was used to aid the students in developing body image and spatial awareness.

7. Bamboo Hop: Technically named the Tinikling Dance, the Bamboo Hop was taught as a rhythmics activity. The end result was a great disappointment to the instructors, since it was found that out of a class of 18-20 retarded pupils, only 5 or 6 could master the movement of the bamboo poles to rhythm and fewer still could master the steps. It was concluded that since the steps consisted of the basic motor skills of hopping, sliding and stepping, and that because the students involved in the summer session had experienced only one semester, previously, of a truly organized physical education program, emphasis would have to be placed upon the teaching of these basic motor skills before the movements necessary to the Bamboo Hop could be accomplished. Likewise, some work in fundamental rhythmic skills would have to be taught before the poles could be manipulated correctly. Due to time limitations of Phase I, it was the summation of the teachers that the Bamboo Hop was not a successful activity in this situation. It was further discovered that the younger children--groups 1 & 2--were simply not ready for the Bamboo Hop.

8. Rope Jumping: Only one period was spent on rope jumping skills. The result was satisfactory in that with only one day of instruction, the students were able to master to some extent the basics of rope jumping. The long rope was used, but only very basic activities were attempted, such as jump-the-fence, jump-the-snake and high water. The use of the individual short ropes was limited to basic turning beats, hopping and walking or running while turning the rope. It was the master teacher's experience with his retarded students in Walworth County, that with an extensive unit on rope jumping, most of the more complex aspects of rope jumping could be mastered by retarded performers.

9. Low-Organization Games: A spattering of low-organizational games was dispersed throughout the four weeks in which the students were involved. A satisfying result was obtained with the younger students, while most low-organization games are unsuitable for the older pupil. Those games included were of the tag nature, non-tag, running games, combatives and circle games. There appears to be a place in any physical education program for games of the low-organization nature, but it is not as a main activity. They work best if used to begin a class period or if used to culminate a period of vigorous activity.

10. Singing Games: Mr. Brown, who has a strong background in rhythmics, conducted a rather interesting unit on singing games. It was found that they were most effective when used with the younger children. Any good book on physical education activities included singing games. It is the responsibility of the teacher, working with the retarded, to ferret out those singing games which

have possibilities for use with the retarded and try and test the games, culling out the unsatisfactory ones and including the successful singing games in his program.

11. Square Dancing: In this instance, it was found that square dancing worked best with the intermediate and older age pupil. This may be largely due to the complicated calls and movements necessary in square dancing. Phase I made no use of folk dances, but it is surmised that they would be most effective with younger age pupils. Many of the fundamental folk dances include lead-up activities which develop the necessary skills for the more complicated art of square dancing.

12. Gymnastics: An entire week was devoted to the teaching of gymnastics activities. However, it was obvious that with such a short period of time to spend on gymnastics, few skills could be taught satisfactorily. Gymnastic skills need to be practiced and our experience was that all of the time was spent on instructions with no time for practice. It is felt that gymnastics has a major role in any good program of physical education for the retarded. It was interesting to note that the trampoline purchased this summer was the highlight of the entire week. Most of the students had never been on a trampoline and their development of rebound jumping skills was amazing. Many would not even walk on the trampoline bed at the onset, but after instruction and practice were able to accomplish some of the basic stunts on the trampoline.

This concludes the discussion of the main activities used during the four week program of Phase I which involved the pupils. Although the reader may think that very few activities were included, he must realize that these investigators had only four weeks with which to work with the students. Thus, rather than cover a multitude of activities with little time for instruction and comprehension, this project concentrated on a few activities which met the components of a physical education program, as outlined earlier in this writing.

Behavioral Objectives for Program Components:

Phase I had as one of its goals the preliminary organization of the various components of a physical education and recreation program for the retarded. Phase II will expand these components, and in addition identify and sequence these objectives and learning experiences. Behavioral objectives have been developed for the various components of motor ability and sports skills previously outlined. The reader can find some sample unit and daily lesson plans following this report which have been written within the format suggested in the Teachers' Handbook for Implementation of the State Curriculum for Educable Mentally Retarded, prepared by Division for Handicapped Children, Mentally Handicapped Section, Wisconsin Department of Public Instruction, Madison, March 1970.

As suggested by the Division, the following behavioral objectives have been developed along guidelines set by Robert F. Mager

in his book Preparing Instructional Objectives, Fearon Publishers, Palo Alto, California, 1962. Following each behavioral objective, the reader will note suggested activities for each objective on three levels, namely, primary, intermediate and junior high.

1. Stretching. Starting from a normal upright position, the student will be able to extend the movable parts of his body to their limit.
   a. Primary: parachute play; bowling; animal mimetics; movement exploration.
   b. Intermediate: parachute play; bowling; trampoline; rope jumping; movement exploration.
   c. Junior High: stretching exercises; trampoline; rope jumping.

2. Bending. Starting in an upright anatomical position, the student will be able to change the angle of all movable parts of his body.
   a. Primary: parachute play; bowling; trampoline; "Walk Through the Woods".
   b. Intermediate: parachute play; bowling; trampoline; tumbling.
   c. Junior High: bowling; trampoline; tumbling.

3. Balancing. The student will be able to maintain a state of equilibrium while standing on two feet, one foot, on a stable surface (floor) and then on a balance beam, in various body positions as instructed by the teacher.
   a. Primary: balance beam; trampoline; freeze tag.
   b. Intermediate: balance beam; trampoline; stunts.
   c. Junior High: balance beam; stunts; pyramid building.

4. Stooping. Beginning in an upright position, the performer will demonstrate the ability to crouch down, bending at the knees, keeping the back straight.
   a. Primary: parachute play, stunts & tumbling; dual combatives; stoop tag.
   b. Intermediate: parachute play; stunts & tumbling; dual combatives.
   c. Junior High: stunts & tumbling; "blind beater"; dual combatives.

5. Falling. From an upright position, the student will be able to fall forward, absorbing the shock of the fall with his hands and arms, continuing into a forward or side roll--in falling backward, he will go into a side or backward roll using the arms as "shock absorbers".
   a. Primary: trampoline; "Walk in the Woods"; front fall.
   b. Intermediate: trampoline; pyramid building; three man shuffle.
   c. Junior High: Trampoline; pyramid building; three man shuffle.

6. Climbing. Given a vertical ladder or rope to scale, the student will exhibit the ability to climb upward on the apparatus, using bilateral pulling movements with the arms and legs.

a. Primary: jungle gym; ladder; climbing rope.
b. Intermediate: ladder; climbing rope; rope ladder.
c. Junior High: ladder; climbing rope; rope ladder.

7. Lifting. Given an object, the student will be able to bend slightly at the waist and knees, keeping the back straight, and grasping the object, lift it upward until he is in an upright position. He will use his legs for most of his lifting power.

a. Primary: parachute play; wheelbarrow race.
b. Intermediate: parachute play; wheelbarrow race; weight training.
c. Junior High: parachute play; wheelbarrow race; partner stunts; weight training.

8. Walking. Given instruction, the student will begin from a standing upright position and walk forward in a straight line by touching the heel of the lead foot to the ground, rolling from the heel to the toe, shifting the weight of the body in a forward direction. The foot will be lifted clear of the ground on each step, toes pointing forward, the supporting leg straight. The arms will be swung in opposition to the legs, maintaining bilateral coordination.

a. Primary: parachute play; "Walk Through the Woods"; hiking.
b. Intermediate: parachute play; "Walk Through the Woods"; hiking.
c. Junior High: balance beam walking; hiking.

9. Running. Given instruction, the student will demonstrate the ability to run by leaning the entire body forward, pushing off from the back foot and stepping forward with the lead foot, landing on the ball of the foot. Bilateral coordination will be maintained by bending the elbows and swinging the arms from the shoulders in opposition to the leg movements. The toes of the lead foot will point forward with the knees lifting higher as speed increases and a continuous rhythmic movement will be maintained.

a. Primary: relay races; parachute play; races; low organization games.
b. Intermediate: relay races; parachute play; races; low organization games.
c. Junior High: softball; kickball; related team sports; races; relay races.

10. Jumping. Given instruction, the student will demonstrate the ability to jump by springing off the ground from both feet, controling the body in flight. At the onset of the jump, the body weight will be shifted forward onto the balls of the feet, the arms swung backward as the legs bend at the knees and arms swung forward at the moment of take-off. Various jumps will be exhibited by the performer including jumping in place and in different directions.

a. Primary: standing broad jump; "Bunny Hop"; parachute play; "Jump-the-Shot"; trampoline.
b. Intermediate: Standing broad jump; "Bunny Hop"; parachute play; "Jump-the-Shot"; trampoline.
c. Junior High: "Bunny Hop"; standing broad jump; trampoline.

11. Hopping. After instruction and demonstration, the student will be able to hop by taking off from and landing on the ball of the same foot, maintaining control of the body throughout the movement. Hopping will occur on either the right or left foot and movement will be in various directions, using alternate feet.
a. Primary: Bamboo Hop; rope jumping; parachute play.
b. Intermediate: Bamboo Hop; rope jumping; parachute play; dual combatives.
c. Junior High: Bamboo Hop; rope jumping; dual combatives.

12. Skipping. Given direction, the performer will demonstrate the ability to move by skipping, using a step-hop process. The student steps forward on the lead foot, hopping once on that foot before stepping forward with the other foot, maintaining a smooth rhythmic movement throughout.
a. Primary: parachute play; self-testing stunts; relays.
b. Intermediate: parachute play; self-testing stunts; folk and square dancing.
c. Junior High: parachute play; rhythmics.

13. Sliding. Given instruction, the student will exhibit the ability to move in any direction, using a sliding motion, stepping with one foot and bringing the other foot up to the first, maintaining good body balance throughout the movement.
a. Primary: balance beam; singing games; bowling.
b. Intermediate: balance beam; folk dancing; bowling.
c. Junior High: balance beam; folk dancing; bowling.

14. Gliding. After directions in the water or on land, the student will be able to glide by maintaining the body in a horizontal prone or supine position with legs straight and together, toes pointed. The arms will be straight and close to the body either in the position of arms extended overhead, elbows close to the ears or arms down along side the body with the elbows close to the trunk, or with one arm extended overhead and the other along the side of the trunk. Forward movement through the water will then be demonstrated.
a. Primary: swimming; gym scooters.
b. Intermediate: swimming; gym scooters
c. Junior High: swimming; gym scooters

15. Starting. Upon command, the performer will demonstrate the ability to initiate forward movement from a stationary position.
a. Primary: Red Light; Midnight; races; stunts; Stop-and-Go.
b. Intermediate: Low-organization games; Stop-and-Go; races; stunts.
c. Junior High: Stop-and-Go; races; relays; stunts.

16. Stopping. Given a command or situation, the student will be able to terminate movement, maintaining body control and balance in a static position.

a. Primary: Freeze Tag; White Rabbit; low-organization games; Stop-and-Go.
b. Intermediate: Low-organization games; Stop-and-Go;
c. Junior High: Trampoline; self-testing stunts.

17. Dodging. Given an obstacle in the path of movement, the student will demonstrate the ability to shift the moving body weight quickly to a new direction, maintaining body balance and control by using the arms freely.

a. Primary: Dodgeball; White Rabbit; tag games.
b. Intermediate: Blind Beater; low-organization games.
c. Junior High: team sports; bombardment; Blind Beater.

18. Pivoting. Given direction, the student will be able to turn in any desired direction, using one foot as the pivot point, distributing the weight evenly between the feet, without removing the foot or feet from the ground.

a. Primary: balance beam; low-organization games.
b. Intermediate: balance beam; parachute play.
c. Junior High: team sports; balance beam.

19. Rolling (own body). After instruction, the student will demonstrate the ability to roll with the arms in various positions in many different manners including sidewards, forward, backward in a reasonably straight line using the weight of the body to initiate and maintain momentum.

a. Primary: stunts & tumbling.
b. Intermediate: stunts & tumbling; trampoline.
c. Junior High: stunts & tumbling; apparatus; team sports.

20. Rolling (an object). Upon completion of instruction, the student will demonstrate the ability to roll an object with reasonable accuracy, control and speed with both hands or one hand, stepping in the direction of the roll with the opposite foot and exhibiting proper follow-through after the release of the object.

a. Primary: Circle Stride Ball; Circle Dodgeball; basic bowling.
b. Intermediate: Circle Dodgeball; bowling.
c. Junior High: bowling.

21. Throwing Overhand. After demonstration, the student will demonstrate the ability to throw an object from an upright standing position, stepping in the direction of the throw with the leg opposite from the throwing hand. The throwing hand and arm are drawn back behind the head or cocked, the arm brought forward, straightening out as it moves and the object released with the fingers giving final impetus to the object to be thrown. The body's weight is shifted from the back foot to the forward foot and a smooth follow-through should result.

a. Primary: movement exploration using balls, passing objects against wall or to partner; Dodgeball.
b. Intermediate: passing drills; Dodgeball; Bombardment.
c. Junior High: team sport lead-up activities; Dodgeball; Bombardment.

22. Throwing Underhand (Tossing). Through instruction, the student will exhibit the ability to thow underhand or toss an object at a stationary or moving target, holding the object with the hand under it, drawing the hand and arm back in a downward arc along side the body until the arm is extended behind the body. The opposing foot is placed forward and as the object is brought forward in an underhand motion, the body weight is shifted from the back foot to the lead foot with correct follow-through upon release of the object. The trajectory of the object may be low to vertical.

a. Primary: Dodgeball, kickball, lead-up activities to team sports; movement exploration.
b. Intermediate: Dodgeball; kickball; softball pitching.
c. Junior High: softball pitching; Dodgeball.

23. Bouncing. Through demonstration and instruction, the performer will exhibit the ability to throw or drop a ball to the ground or floor with enough force to cause it to rebound back up to the hand to be caught or thrown downward again.

a. Primary: movement exploration.
b. Intermediate: movement exploration.
c. Junior High: lead-up to sports skills.

24. Dribbling (Hand). Given instruction, the student will illustrate repeated ball bouncing without catching the ball, keeping the fingers spread wide apart and wrist held in a flexible position. The ball is pushed against the floor with sufficient force to cause it to bounce back up to the hand to be pushed to the floor again. The student may demonstrate dribbling with one hand, both hands or alternate hands, either in a stationary position or while moving.

a. Primary: movement exploration; relay races.
b. Intermediate: movement exploration; relay races; basketball lead-up drills.
c. Junior High: relay races; basketball lead-up drills.

25. Dribbling (Feet). After instruction and practice, the performer will demonstrate the ability to advance a ball by using only the feet to give impetus to the rolling ball. After first accomplishing this with a walk, he will demonstrate the ability to run and keep control of the ball by tapping it with his feet.

a. Primary: relay races; soccer lead-up drills.
b. Intermediate: soccer lead-up drills.
c. Junior High: soccer lead-up drills.

26. Catching. Given instruction, the student will be able to follow the flight of a thrown object, catching it overhead with thumbs together, fingers spread or at waist level or below with the thumbs apart, fingers spread, weight distributed evenly on both feet, grasping the object as it strikes the hands and allowing the arms to bend slightly at the elbow to absorb the shock of the oncoming object.

a. Primary: balloons, beanbags, whiffle balls, partner drills and individual drills.
b. Intermediate: movement exploration; ball skill lead-up activities.
c. Junior High: team sport lead-up drills.

27. Kicking. Given directions, the student will demonstrate the ability to give impetus to a ball which is stationary or moving by swinging the leg forward at the hip, contacting the ball with the toe and moving through it in a continuous upward forward motion.

a. Primary: soccer lead-up activities; kickball.
b. Intermediate: soccer and football lead-up activities; kickball.
c. Junior High: soccer and football lead-up activities; kickball.

28. Pushing. Given directions, the student will in an upright position flex the arms at the elbows with the palms of the hands turned outward and demonstrate the application of forward force smoothly through an outward thrust of the arms in the direction of the desired line of movement.

a. Primary: exercises; dual combatives; tumbling.
b. Intermediate: exercises; self-testing stunts; tumbling; cageball activities.
c. Junior High: cageball activities; self-testing stunts; tumbling.

29. Pulling. After instruction, the student will demonstrate the ability to pull an object or another person by grasping the object with the hands, arms extended, and flexing the arms thereby drawing the object toward the puller. The legs are extended toward the object to be pulled and the body weight shifted to the heels to give added pulling power. Contact is maintained with the object or person to be pulled and the pulling movement is smooth and continuous.

a. Primary: swimming; tug-o-war; scooters.
b. Intermediate: swimming; tug-o-war; gym scooters; dual combatives.
c. Junior High: swimming; dual combatives; wrestling lead-up; tug-o-war.

30. Striking. Given instructions, the student will demonstrate the ability to strike a stationary or moving object either with the hand or with an implement in such a manner as to give it motion in a desired direction. The striking movement may be horizontal as in batting, upward as in volleyball serving or downward as in tennis serving.

a. Primary: movement exploration; team and dual sport lead-up activities; gym hockey; rhythmics.
b. Intermediate: movement exploration; team and dual sport lead-up activities; gym hockey rhythmics.
c. Junior High: team and dual sport lead-up drills; gym hockey; rhythmics.

Although the reader may have thought of more skills than the above listed 30, for the purpose of this write-up, we have included only those skills which were covered or touched upon during the Phase I summer session. We felt that our list of 30 covers almost all skills necessary to participation in physical education activities.

INTRODUCTION TO LOW BALANCE BEAM

Balancing on a surface raised above the ground aids muscular coordination and enhances the feeling of self-confidence. An eight foot, twy by four provides an ideal surface for balance beam activity. Supports should be placed on either end of the balance beam to provide stability.

Beginners, especially children with difficulty in balancing, should use the 4" surface until confidence is gained. The primary purpose of the balance beam is to aid in developing balance and potential responses. A student who feels insecure on the beam may have to have help such as having his hand held while he walks on the beam.

Included in the following pages, the reader will find instructions regarding sequence for teaching beginning balance beam activities. Variations and combinations of the tested activities are innumerable. Examples of the more obvious are as follows:

1. Bouncing a ball on the floor while walking on the beam.

2. Dribbling a ball on the floor while walking on the beam.

3. Balancing an eraser on head or shoulder while walking on the beam.

4. Balancing on one foot on the beam.

5. Stepping over a held stick while walking on the beam.

Balance beam activities increase in difficulty as the student progresses. The teacher may use his imagination to think of new activities so boredom on the part of the student does not result.

PLS:No. 5.- Learning to Keep Healthy LEVEL: Primary

OBJECTIVE: Begins to Understand and Practice Good Physical Health

AIM: Good Posture

CENTER OF INTEREST UNIT: Basic Motor Skills

SUBUNIT: Introduction to Low Balance Beam

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
The student will be able to maintain a state of equilibrium while standing on two feet, one foot, on a stable surface (floor) and then on a balance beam, in various body positions as instructed by the teacher.	The teacher explains and demonstrates each phase of the exercise. Each student performs the exercise on the stable ground using a floor line as a guide and then performs the same exercise on the balance beam. The student will mount the balance beam balancing with one foot forward, one foot behind. The position of the arms is optional depending on the student's ability.	Physical Activity for the Mentally Retarded, AAHPER, page 41. "Balance Beam Exercises" Mimeographed copy issued by Health & Physical Education Dept., Office of the Superintendent of Public Instruction, Ray Page Superintendent, Springfield, Illinois. "Balance Beam Activities" Mimeographed copy issued by Rex M. Smith, Superintendent of Free Schools, West Virginia State Dept. of Education.	

Behavioral Objective	Activities	Annotated Resource Materials	Valuation
Given instruction, the student will begin from a standing position and walk forward in a straight line by touching the heel of the lead foot to the balance beam, rolling from the heel to the toe, shifting the weight of the body in a forward direction.	The teacher explains and demonstrates each phase of the exercise. Each student performs the exercise on the stable ground using a floor line as a guide and then performs the same exercise on the balance beam. From the balanced position, the student will walk forward to the end of the balance beam and dismount by stepping off. The foot will be lifted clear of the beam on each step, toes pointing forward, the supporting leg straight. The arms will be swung in opposition to the legs, maintaining bilateral coordination. <u>Variation</u>: After completion of the forward walk, the student will mount the balance beam and walk backwards bringing the front foot behind so that the toe touches the heel of the other foot.		
Given instruction, the student will exhibit the ability to move in any direction, using a sliding motion, stepping with one foot and bringing the other foot up to the first, maintaining good body balance throughout the movement.	The teacher explains and demonstrates each phase of the exercise. Each student performs the exercise on the stable ground using a floor line as a guide and then performs the saem exercise on the balance beam.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Forward slide: The student will mount the beam and step one foot, about 12" in front of the back foot. The student will then slide the back foot forward to the forward foot. Repeat forward slide until student reaches opposite end of beam, whereupon the student will dismount. Backward slide: After completion of the forward slide, the student will mount the balance beam, stand backward to the length of the beam, take one step backward several inches and slide backwards by sliding the forward foot back to the rear foot. Side slide: After completion of the backward slide, the student will mount the balance beam standing sideways on the board, take a step several inches to the side and slide the trailing foot to a position next to it. He repeats this sideways slide to the end of the board and dismounts.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
Given direction, the student will be able to turn in any desired direction, using one foot as the pivot point, distributing the weight evenly between the feet, without removing the foot or feet from the ground.	The teacher explains and demonstrates each phase of the exercise. Each student performs the exercise on the stable ground using a floor line as a guide and then performs the same exercise on the balance beam. The student will mount the balance beam, walk forward to the end, pivot and return. <u>Variation</u>: The student will mount the balance beam walk forward to the middle, pivot, and walk backwards to the end of the beam.		
Beginning in an upright position, the student will demonstrate the ability to crouch down, bending at the knees, keeping the back straight.	The teacher explains and demonstrates each phase of the exercise. Each student performs the exercise on the stable ground using a floor line as a guide and then performs the same exercise on the balance beam. The student will mount the balance beam, walk forward to the middle of the beam, stooping down to pick up an object such as a bean bag on the floor. The student will then stand up and continue walking forward to the end of the beam.		

TUMBLING - BASIC ROLLS

This is a fun activity for the child in that each child experiences or finds his own level of success. In working with these children, we have found that individual stunts such as rolling produce an incentive for each individual. Being able to accomplish even the simplest roll can bring a feeling of achievement to the special child.

In this unit we have a progression of rolls from simple (log roll) to more complex (backward roll). For each roll, we have listed the behavioral objectives and the motor skills wich the particular roll will involve. Since there are varying methods of teaching the rolls, we have left this to the discretion of the individual instructor.

Included are sample procedures for the basic rolls mentioned in this unit.

PLS:No. 5 - Learning to Keep Healthy LEVEL: Primary

OBJECTIVE: Begins to Understand and Practice Good Physical Health

AIM: Good Posture

CENTER OF INTEREST UNIT: Basic Motor Skills

SUBUNIT: Tumbling - Basic Rolls

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given oral instruction by the teacher and demonstration by the teacher and/or student, the student can complete a log roll.	The teacher explains and demonstrates each step of the log roll. Each student performs the log roll under the teacher's observation to correct inability to follow the direction and for greater safety. 1. Lie across end of mat, arms may be extended above the head. 2. Roll to the end of the mat.	Physical Activities for the Mentally Retarded, AAHPER, Pg.29. Physical Education Handbook, Seaton, Clayton, Leibee, Messersmith; Prentice-Hall, Inc., 1962, page 133.	
Given oral instruction by the teacher and demonstration by the teacher and/or student, the student can complete an egg roll with balance and bending.	The teacher explains and demonstrates each step of the egg roll. Each student performs the egg roll under the teacher's observation to correct inability to follow the direction and for greater safety.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	1. Kneel on mat with knees together and sit back on heels. 2. Grasp ankles and tuck head to chest and bend forward with forehead touching mat. 3. Fall to side and roll to end of mat.		
Given oral instruction by the teacher and demonstration by the teacher and/or student, the student can complete a shoulder roll.	The teacher explains and demonstrates each step of the shoulder roll. Each student performs the shoulder roll under the teacher's observation to correct inability to follow the direction and for greater safety. 1. Place right knee on mat and left foot flat on mat with knee bent. 2. Cross right arm in front of body and bend forward with head down and right shoulder lower than left shoulder. 3. Push off the ball of the left foot and fall and roll on right shoulder. 4. Complete roll in tuck position coming up on hands and knees.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
Given oral instructions by the teacher and demonstration by the teacher and/or student, the student can complete a stooping forward roll.	The teacher explains and demonstrates each step of the forward roll - stooping. Each student performs the forward roll - stooping under the teacher's observation to correct inability to follow the direction and for greater safety. 1. From a standing position, feet shoulder width apart, bend knees and stoop down keeping knees together and rest on balls of feet. 2. Place hands flat on mat in front of you, fingers pointing forward, arms outside of knees. 3. Tuck head extending legs (hips higher than head). 4. Push off balls of feet and roll forward, keeping head in tuck position. 5. Push with hands against mat and roll down on upper shoulder.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
Given oral instructions by the teacher and demonstration by the teacher and/or student, the student can complete a standing forward roll.	The teacher explains and demonstrates each step of the forward roll - standing. Each student performs the forward roll - standing under the teacher's observation to correct inability to follow the direction and for greater safety. 1. From standing position, feet shoulder width apart, hands extended forward and downward. 2. Bend forward at the waist, start to fall, place hands on mat. 3. Complete fall with forward roll.		
Given oral instructions by the teacher and demonstration by the teacher and/or student, the student can complete a diving forward roll.	The teacher explains and demonstrates each step of the forward roll - diving. Each student performs the forward roll - diving under the teacher's observation to correct inability to follow the direction and for greater safety. 1. Standing position, feet shoulder width apart, lean forward keeping knees slightly bent.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	2. Spring off mat with legs and feet, arms extended toward mat. 3. Forming an arc with body in the air over the object, hips high, land with hands on mat and tuck head and go into forward roll.		
Given oral instruction by the teacher and demonstration by the teacher and/or student, the student can complete a backward roll.	The teacher explains and demonstrates each step of the backward roll. Each student performs the backward roll under the teacher's observation to correct inability to follow the direction and for greater safety. 1. From a stooping position on balls of feet, knees together and head tucked, arms bent with elbows forward, palms up, fingers pointing backward, hands at ear level. 2. Rock back to heels, then hips, keeping knees to chest and head tucked (chin on chest). 3. Roll to back placing hands on mat with palms down and elbows up. 4. With hips over head, push off mat with hands, staying in tuck, complete roll to stooping position.		

BALL HANDLING - MOVEMENT EXPLORATION APPROACH

The movement exploration method is unique in that it functions as a problem-solving and creative experience based on total involvement in the fundamentals of movement common to all forms of physical education.

In order to construct the problem and guide the students, the teacher must have an understanding of the child, the subject matter, and the approach. There must be an interaction if the teacher is going to encourage and stimulate the students to respond and attain the specific goal. The instructor must employ three vital elements, namely, guided progression, demonstration-observation, and evaluation.

There appears to be little question that movement exploration is a valuable and versatile approach to physical education. The teacher's role is vitalized by a deeper involvement with students through the exchange and sharing of ideas. Because of increased interaction, the teacher is more aware of individual differences and more capable of recognizing and capitalizing upon those differences. The teacher is led to the reasonable conclusion that whatever the child is doing at his best is right. Most important, the child is led to recognize and think in terms of his limitations and to explore his capabilities within those limitations. He is led to think creatively, to explore the movement potential of his body, and ro resolve difficulties which arise when the teacher confronts him with a set problem.

Experience has demonstrated the validity of the movement exploration approach to teaching basic motor skills and included is a sample procedure for teaching basic ball skills, namely, bouncing, dribbling, throwing, and catching. Through careful presentation of movement experience, other behavioral objectives can develop. Within this sample, we have also included jumping, stooping, bending, stretching.

PLS. No. 5 - Learning to Keep Healthy LEVEL: Primary

OBJECTIVE: Begins to Understand and Practice Good Physical Health

AIM: Good Posture

CENTER OF INTEREST UNIT: Basic Motor Skills

SUBUNIT: Basic Ball Skill - Movement Exploration Approach

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
Given the problem and time for guided problem solving exploration, the student can bounce the ball with control using the fingertips and flexible wrist.	The teacher presents each student with the following problems: "Can you bounce a ball to Yourself" 1. using any method? 2. using palms? 3. using fingertips? 4. using stiff wrist? 5. using flexible wrist? 6. using right hand? 7. using left hand? 8. using both - alternating? The teacher observes individual differences and problems.	Physical Activites for the Mentally Retarded, AAHPER, page 47. Barbara Richards Walworth County Special School Elkhorn, Wisconsin -Mimeograph Sheet	
Given the problem and time for guided problem solving exploration, the student can bounce the ball at different levels by applying varying amounts of force.	"Can you bounce the ball" 1. head high? 2. waist high? 3. knee high? 4. as high as the sky/ceiling? 5. as low to the floor as you can? Observation.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
Given the problem and time for guided problem solving exploration, the student can bounce the ball high while stretching the body, and low while bending the body.	"Can you bounce the ball high like a tall man?" "Can you bounce the ball low like a short man?"		
Given the problem and time for guided problem solving exploration, the student can dribble the ball with knees bend, head up, and eyes ahead.	"Can you move around the floor while bouncing the ball to yourself? 1. with eyes on ball? 2. with head up and eyes looking straight ahead? 3. move around the floor while bouncing the ball to yourself and hit someone else's ball away from them? Observation		
Given the problem and time for guided problem solving exploration, the student can throw the ball up in the air and catch it with his hands raised and his hands lowered.	"Can you throw the ball up into the air and catch it? 1. throw the ball above your head and clap before you catch it? 2. throw ball up and catch it at its highest point? 3. throw ball up and catch it at its lowest point? Observation		

PARACHUTE PLAY

The use of the parachute will prove to be an invaluable component of the diversified physical education program. Parachute play will provide fun, excitement, and good exercise for developing the muscles of the upper body. Individual reaction and team coordination are important aspects of parachute play. As few as fifteen and as many as fifty students may participate at the same time.

Procedure:

Spread the chute out on the gym floor or on a grassy area if outside. Space the children evenly around the outer rim of the parachute. Allow the students to feel and smooth the chute. Little, if any, encouragement is required since the students will be intrigued and enthusiastic about playing with a "real" parachute. Explain and demonstrate exactly how you want the children to hold the rim of the chute. (Either an overhand or underhand grip may be used.) Emphasis should be placed on the importance of team work and cooperation. A verbal command, numerical signal, whistle blast, color code, or other identifiable command may be used for starting or changing parachute play activities.

The number and kind of stunts, exercises, and games adaptable to parachute play are limited only by the ingenuity and creativeness of the children and teacher. Students are a good source of new stunts.

PLS:No. 5 - Learning to Keep Healthy LEVEL: Primary - Intermediate

OBJECTIVE: Begins to Understand and Practice Good Physical Health

AIM: Good Posture

CENTER OF INTEREST UNIT: Basic Motor Skills

SUBUNIT: Parachute Play

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Starting in an upright anatomical position, the student will be able to change the angle of all movable parts of his body.	The teacher instructs the class to bend at the waist, grasp the parachute with both hands and rise to an upright position.	Refer to "Fun and Fitness Through Parachute Play" by Don Voss, Walworth County Special School - Elkhorn, Wisconsin. (Mimeographed copy - 2 pages.)	
After instruction, the student will be able to pull the parachute by grasping the parachute with the hands, arms extended, and flexing the arms, thereby drawing it toward himself.	The teacher instructs the class to pull back on the parachute with both hands, shaking the parachute vigorously (ocean waves). A ball may be placed on the chute for motivation. The legs are extended toward the parachute and the body weight shifted to the heels to give added pulling power. Contact is maintained and the pulling movement is smooth and continuous.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
Given instruction, the student will begin from a standing upright position and walk forward in a straight line.	The teacher instructs the class to grasp the chute with the left hand and to walk in a counter clockwise direction. Touching the heel of the lead foot to the ground, rolling from the heel to the toe, shifting the weight of the body in a forward direction. The foot will be lifted clear of the ground on each step, toes pointing forward. The arms will be swung in opposition to the legs, swinging the leg and body through, the supporting leg straight, maintaining bilateral coordination with opposite arm and leg swinging forward at the same time.		
Given direction, the student will be able to turn in any desired direction, using one foot as the pivot point, distributing the weight evenly between the feet, without removing the foot or feet from the ground.	The teacher instructs the class to grasp the chute in the right hand, releasing the chute with the left hand and pivoting on both feet. The exercise is completed by having the class walk in a clockwise direction.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
Given instruction, the student will demonstrate the ability to run by leaning the entire body forward, pushing off from the back foot and stepping forward with the lead foot, landing on the ball of the foot.	Repeat procedure for walking activity as described above. Bilateral coordination will be maintained by bending the elbows and swinging the arms from the shoulders in opposition to the leg movements. The toes of the lead foot will point forward with the knees lifting higher as speed increases and a continuous rhythmic movement will be maintained.		
Given directions, the student will demonstrate the ability to move by skipping, using a step-hop process.	Repeat procedure for walking activity as described above. The student steps forward on the lead foot, hopping once on that foot before stepping forward with the other foot, maintaining a smooth rhythmic movement throughout.		
Beginning in an upright position, the student will demonstrate the ability to crouch down, bending at the knees, and keeping the back straight.	The teacher instructs the class to stoop, bending at the knees and keeping the back straight, and grasp the chute in both hands.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
The student will be able to bend slightly at the waist and knees, keeping the back straight and grasping the parachute, lifting it upward until he is in an upright position.	The teacher instructs the class to rise to an upright position lifting the chute overhead to give the effect of an umbrella. Each student will use his legs for most of his lifting power.		
Starting from a normal upright position, the student will be able to extend the movable parts of his body to their limit.	When the chute is overhead, the student should be in a stretched position.		
Combining any or all of the above behavioral objectives, the students can now participate in creative play with the parachute.	Mushroom: Lift parachute to the umbrella position. Upon command the students will walk three steps forward, pause momentarily, and then walk three steps backward to original position. Number Exchange: Number off the class by 5's. When the parachute is raised to umbrella position, call out a single number. All students having the number called, release their grip and run under the chute to a new position and again grasp the rim when they have found a new spot. Repeat until all numbers have been called.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	Circus Tent: Lift parachute to the umbrella position. Upon command the students will bring the chute to the floor whereupon the students will kneel on it, keeping the air inside, giving the effect of a circus tent. Variation: Lift parachute to umbrella position. Upon command, the students will take one step forward toward the center of the chute, pivoting as to face the ougside of the chute, reversing the hand grip, pulling the chute to the floor, kneeling or lying on it. The students will now be inside of the circus tent. Mole Tag: Spread parachute on the floor with the class kneeling on the outer rim. Pick a "runner" and a "chaser". Instruct the chaser to hide his head under the rim, while the runner creeps or crawls under the chute. On signal, the chaser crawls under and attempts to find the runner. When the runner is tagged, choose a new pair and send the chaser under the parachute to find the runner. When tagged, choose a new pair and repeat until all have had a turn as either the runner or the chaser.		

Behavioral Objective	Activities	Annotated Resource Materials	Evaluation
	<u>Floater</u>: Lift chute to umbrella position and when it reaches its peak, signal the students to let go and step back. It is important that they all release at the same time, as this will allow the chute to rise and descend evenly. Students may be allowed to run to the center letting the chute descend upon them, but since this is potentially dangerous, use your own judgment.		

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GENERAL CONCERNS IN AREAS OF CONCENTRATION

(Music, Woodworking, Crafts, Pottery)

A. Enjoyment
   1. Cooperation
   2. Active Participation
   3. Task Completion

B. Appreciation
   1. Acquaintance with Recreational Leisure Time
   2. Aesthetic
   3. Growth in Skills
   4. Application

C. Creativity
   1. Self-evaluation
   2. Comparison
   3. Individualization

D. Personal Attitudes
   1. Self-esteem
   2. Pride in Work
   3. Social Adjustment
   4. Male and Female Role
   5. Child's Well-being
   6. Responsibility
   7. Initiative
   8. Dependability
   9. Acceptable Group Behavior

MUSIC

Content Outline - Music

I. Appreciation of Music

A. Listening - Semi-classical

1. South Pacific

2. King and I

3. Sound of Music

4. Popular Music

B. Singing

1. Popular Songs

a. Don't It Make You Wanta Go Home
b. Alley Cat
c. Raindrops Keep Fallin' On My Head
d. Games People Play
e. Hello Dolly
f. Walk Right In
g. By the Time I Get to Phoenix
h. Days of Wine and Roses
i. Gren, Green Grass of Home
j. Leaving On a Jet Plane
k. Love Makes the World Go Round

2. Favorite Songs

a. Michael Row the Boat Ashore
b. Kum Ba Yah
c. Row, Row, Row Your Boat
d. The Hat Song
e. Battle Hymn of the Republic
f. America the Beautiful
g. Jamaica Farewell
h. Do-Re-Mi
i. I've Been Working On the Railroad
j. God Bless America
k. Tell Me Why
l. Kookaburra
m. The U.S. Air Force Song
n. This Is My Country
o. Happy Wanderer
p. Chiapanecas
q. Carita
r. This Old Man
s. Elephant Song
t. Little Sir Echo
u. Guessing Song
v. London Bridges
w. Ten Miles From Home
x. She'll Be Coming 'Round the Mountain
y. Here We Go Round the Mulberry Bush

II. Rhythms

A. Physical Activities

1. Marching to Music
2. Elephant Walk
3. Walk (even beat)
4. Run (even beat)
5. Hop-jump-leap
6. Gallop
7. Skipping (forwards, backwards, high, low)
8. Slide
9. Uneven rhythms

B. Dramatization

1. Stars dancing in the sky
2. Clouds float (small, large)
3. Moon going up and down
4. Shadows
5. Stretch (right arm-left arm)
6. Relax to music
7. Trees blowing in the wind

C. Instrumental (keep a beat)

1. Sandblocks
2. Rhythm Paddles
3. Triangles
4. Tambourines
5. Drums
6. Bells
7. Cymbals
8. Maracas

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Participating in a Socially Acceptable Manner

AIM: Participating at School

CENTER OF INTEREST UNIT: Recreational Music

SUBUNIT: Singing

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given a choice of songs and the opportunity to sing with others, the student will participate with the group in singing the song selected.	Older students were given mimeographed sheets of the music sung during the summer session. At the close of school, these were compiled into a booklet.	Music Around the World - Book Six Silver Burdett Company 1956 Sheet Music	
	The younger students learned the songs by rote. Many of their songs included a game or hand and body movements.	Music In Our Town - Book Two Silver Burdett Company 1956 Music Now and Long Ago - Book Three Silver Burdett Company 1956 Music Around the Clock Follett Publishing Company 1963	

NOTE: The reader is alerted to the fact that only a sampling of behavioral objectives are indicated at this time.

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Participating in a Socially Acceptable Manner

AIM: Participating at School

CENTER OF INTEREST UNIT: Recreational Music

SUBUNIT: Appreciation of Music

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
During the playing of a record, the student can demonstrate the ability to distinguish between loud and soft music by standing when the music is loud and sitting while the music is soft. Note: This specific objective is an example of a series of objectives used to specify the particular behaviors of distinguishing between loud and soft, happy and sad, fast and slow.	Teacher and/or students bring records of semi-classical and popular music to class for class listening. Students are encouraged to listen attentively to the music and be able to differentiate between tempo, mood, loudness, etc. of the two kinds of music involved.	Records* South Pacific King and I Sound of Music *Any types of semi-classical music can be used.	

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Participating in a Socially Acceptable Manner

AIM: Participating at School

CENTER OF INTEREST UNIT: Recreational Music

SUBUNIT: Rhythms - Instrumental

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given the following rhythm instruments: 1. sandblocks 2. rhythm paddles 3. triangles 4. tambourines 5. drums 6. bells 7. cymbals 8. maracas the student will be able to duplicate and to keep a simple beat as demonstrated by the teacher	The students handled and became familiar with the use and sounds of the following instruments: 1. triangle 2. tambourine 3. drums 4. cymbals Using his hands, the teacher or a student initiates a beat pattern or duplicates a beat pattern heard on a record and the other students join in. The students keep a simple beat to the time of the music on a record using their hands or the above listed instruments.	"Let's Have a Rhythm Band" Columbia Records Much of the music to which the rhythm instruments were used, was composed by the teacher.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	Discuss the instruments to be used to keep a simple beat to various songs: 1. sandblocks* 2. rhythm paddles* 3. bells 4. maracas Demonstrate their use. Demonstrate the rhythm 1. maracas shake on each beat 2. tambourines beat on the one count and shake on the two and three count Continue until the students have kept a steady beat Be sure all students have a chance to play the instrument After the rhythm has been established, the students can sing along as the instruments are being played. *These instruments were made in the woodworking shop.		

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Participating in a Socially Acceptable Manner

AIM: Participating at School

CENTER OF INTEREST UNIT: Recreational Music

SUBUNIT: Rhythms - Physical

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
While listening to a record with a definite rhythmic pattern and given the opportunity to: march walk run hop skip gallop glide dramatize the student will be able to follow a rhythmic pattern.	While listening to records the students were given the opportunity to dramatize the music or perform physical activities to the music. Dramatizing Activities: 1. Imitate an elephant 2. Stars dancing in the sky 3. Clouds floating 4. Moon going up and down 5. Shadows 6. Stretch - left arm and right arm 7. Relax to music 8. Trees bending in the wind Physical Activities*: 1. Marched to music 2. Walk (even beat) 3. Run (even beat) 4. Hop-jump-leap 5. Gallop	Record: "Rhythm Is Fun" Bowmar Records 5415 Crenshaw Blvd. Los Angeles 43, Calif. Book: Music In Our Town - Book Two Silver Burdett Company 1956 Record: "Rhythm-Time Records (Albums 2 & 4) P.O. Box 1106 Santa Barbara, Calif.	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	6. Skipping (forwards-backwards; high-low) 7. Slide *Some of these activities were used with even and uneven beats.		

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Content Outline - Woodworking

I. Safety in the Use of the Moto-Jig-Saw
   A. Preliminary Precautions
   B. Identification of Component Parts
   C. Cutting of Material

II. Moto-Jig-Saw Patterns
   A. Interpretation of Patterns
   B. Measurement of Dimensions
   C. Transfer of Pattern to Wood
   D. Sawing of Pattern

III. Sanding
   A. Safety
   B. Assorted Techniques

IV. Assembling
   A. Procedures for Gluing
   B. Procedures for Nailing

PLS No. 10 Learning Wise Use of Leisure Time LEVEL: Primary - Intermediate

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Woodworking Activities at School

CENTER OF INTEREST UNIT: Recreational Woodworking

SUBUNIT: Safety in the Use of the Moto-Jig Saw

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
If given a. A moto-jig saw b. Briefing on the various parts of the saw c. A small strip of ¼" plywood d. Instruction emphasizing eye contact with material being sawed e. Demonstration as how the plywood is to be held and moved forward while saw is in operation the student can demonstrate the correct and safe method for cutting the board.	Examination of a Moto-jig saw. Practice naming the various parts of the saw. Practice in replacing blades. Start saw in operation. Study the working parts. Especially note the On and Off switch. Note how the blade guard tends to prevent cut fingers. Saw several narrow strips of plywood adhering to all safety precautions.	Moto-Jig Saw Dremel Mfg. Co. Racine, Wisconsin Jig Saw Blades Chart "Various Parts of the Moto-Jig Saw", found in manual which accompanies every new Moto-Jig Saw A small strip of ¼" plywood (fir)	

NOTE: The reader is alerted to the fact that only a sampling of behavioral objectives are indicated at this time.

PLS:No. 10 Learning Wise Use of Leisure Time LEVEL: Primary - Intermediate

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Woodworking Activities at School

CENTER OF INTEREST UNIT: Recreational Woodworking

SUBUNIT: Moto-Jig Saw Patterns

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
If given a. A Moto-Jig Saw Pattern b. Identification of the object in the pattern including a study of the written directions c. Measuring stick to determine dimensions of pattern the student can select and measure the Moto-Jig Saw Pattern.	Collect Moto-Jig Saw Patterns. Post on bulletin board. Have each child pick out his favorite pattern. Have each student give verbal responses as to why he chose as he did. Store patterns in folder for future use. Practice measuring the length and width of the patterns found on the bulletin board.	Moto-Jig Saw Patterns Dremel Mfg. Co. Racine, Wisconsin 12" ruler 36" tape rule Manila folder	

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PLS:No. 10 Learning Wise Use of Leisure Time LEVEL: Primary - Intermediate

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Woodworking Activities at School

CENTER OF INTEREST UNIT: Recreational Woodworking

SUBUNIT: Duplicating Pattern on Plywood

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
If given a. Moto-Jig Saw Pattern b. Sheet of carbon paper c. Pencil d. Piece of ¼" plywood the student can successfully transfer Moto-Jig Saw Pattern design onto the piece of plywood.	Give the student a Moto-Jig Saw pattern (Elephant Book Ends) Give the student a sheet of carbon paper, pencil, and a piece of ¼" plywood. Place a sheet of carbon paper between the drawing and board. Trace the outline of the design with a pencil, following the lines closely on the drawing. Make several creative woodworking patterns. Transfer on scraps of ¼" plywood.	Moto-Jig Saw Pattern Dremel Mfg. Co. Racine, Wisconsin (Elephant Book Ends pattern) Carbon Paper (Pencil) Pencil A piece of good ¼" plywood. Creative patterns made by students. Scraps of ¼" plywood.	

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PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Primary - Intermediate

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Woodworking Activities at School

CENTER OF INTEREST UNIT: Recreational Woodworking

SUBUNIT: Sawing of the Pattern

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
If given a. Moto-Jig Saw b. Tips on sawing plywood c. Safety precaution reminders d. Piece of ¼" plywood containing pattern design the student can saw the various parts of a given pattern.	Saw out creative designs from ¼" plywood. Tell the class what safety precautions you have used while sawing out the design. Each of the students have prepared pattern designs on plywood. Have them evaluated by parents and report parent's comments in class.	Moto-Jig Saw Dremel Mfg. Co. Racine, Wisconsin Chart depicting "Tips on Sawing Plywood" - Teacher made Poster depicting "Moto-Jig Saw Safety Precautions". Plywood containing pattern design.	

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Primary - Intermediate

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Woodworking Activities at School

CENTER OF INTEREST UNIT: Recreational Woodworking

SUBUNIT: Sanding

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
If given a. The sawed out Moto-Jig Saw pattern b. A block sander containing medium grade sandpaper c. A block sander containing fine grade sandpaper d. Sanding instructions the student can produce a smooth finish on the pattern.	Place the pattern (sawed out) on the desks. First sand with medium sandpaper, finish with fine. Sand with the grain of wood, not across it. Find several small pieces of plywood. Sand with different textures of sandpaper. Report on the findings. Give an oral report pertaining to the various types of sanders used in industrial art classes.	Sawed out parts of a Moto-Jig Saw Pattern. Block Sanders Medium and Fine Grade Sandpaper. Sanding Instruction Poster (Teacher made) Scraps of plywood.	

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PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Primary - Intermediate

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Woodworking Activities at School

CENTER OF INTEREST UNIT: Recreational Woodworking

SUBUNIT: Assembling

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
If given a. Sawed out parts of a specific pattern b. Hammer c. ½" 18 Gauge brads d. Pliers the student can assemble component parts of the pattern he has cut.	Assemble the parts of the Elephant Book Ends. Drive the nails at a slight angle. If a nail should, pull with a pliers. Help one of the slower students in his assembling. Evaluate your assembled object according to the criteria set up by your teacher.	Sawed plywood pattern designs. Hammer Pliers ½" 18 Gauge Brads	

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Content Outline - Crafts

I. Woodburning - Burning a plaque by following a pattern on the wood.

II. Felt - Making a felt decoration for the refrigerator using the design of a flower or fruit.

III. Paper Plate Wall Hanging - Making a wall hanging by using oval paper plates; arranging various sizes and shapes of macaroni in a design on outer edges; and spraying with paint.

IV. Craft Sticks - Making pin cushions with the use of craft sticks, styrofoam and art foam.

V. Spin Art - Use of a spin art painter to form designs on cards.

VI. Scrap Materials - Rice on jars; Recipe holders; and paper weights (stones).

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PLS:No.10 - Learning Wise Use of Leisure Time LEVEL: Varied

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Activities at School

CENTER OF INTEREST UNIT: Recreational Craft

SUBUNIT: Woodburning

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given necessary materials and oral instruction, the student can demonstrate the correct use of the woodburning pen.	Teacher directs each of the following steps: 1. Student is given a piece of wood (3" x 5") 2. Student uses the woodburning set to experiment with the various types of pens to see how they burn.	ATF Professional Wood Burning Wonder Pen American Toy and Furniture Co. Various sizes of scrap soft wood ¼ to ½" thick	
Given the necessary materials and oral instruction, the student can demonstrate the correct method of burning a pattern into wood.	Teacher directs each of the following steps: 1. Student selects a pattern to fit size of wood. (Pattern may be an original sketch or may be traced if student cannot create his own pattern.)	ATF Professional Wood Burning Wonder Pen American Toy and Furniture Co. Various sizes of scrap soft wood ¼ to ½" thick Carbon paper Sand paper (medium and fine) Gummed hangers Shellac or varnish	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	2. Student saws board if it is not the desired size and sands the board. 3. Student traces pattern onto the wood and burns the pattern with wood burning set. 4. Student varnishes or shellacs the wood and attaches gummed hanger to back of board.		

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Activities at School

CENTER OF INTEREST UNIT: Recreational Craft

SUBUNIT: Felt

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given the proper materials and necessary instructions, the student can create a felt decoration to attach to a metal surface.	The teacher directs each of the following steps: 1. Student selects a pattern - either original or one that is copied and traces it on the felt. 2. Student cuts out felt pattern with scissors and arranges the pattern to be glued. (Let glue become tacky - hold pieces together with paper clips until glue has dried. 3. Student attaches a magnet with glue to the backside of felt. 4. Display on a metal surface.	Pieces of 6" square felt. Sharp scissors Original or traced patterns Self-adhering magnets	

PLS:No.10 - Learning Wise Use of Leisure Time LEVEL: Varied

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Activities at School

CENTER OF INTEREST UNIT: Recreational Craft

SUBUNIT: Paper Plate - Wall Plaque

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given the necessary materials and direction, the student can demonstrate how to create a decorative wall plaque.	The teacher directs the following steps: 1. Student covers desk or working surface with newspaper 2. Student arranges macaroni in a design around the edge of an oval paper plate. 3. Student glues the macaroni in place. (Done piece by piece) Allow it to dry until glue is set. 4. Spray the entire plate with gold paint. 5. Place flowers in the center of the plate to obtain a pleasing arrangement and attach with florists' wire (The plates are carefully punched for the wire	One oval paper plate for each student. Variety of sizes and shapes of macaroni (about 2 cups) One can gold spray paint Three medium sized plastic flowers per student Two feet of florist wire per student Scissors to cut flower stems Elmer's glue Gummed hangers (one per student) Newspaper	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	being careful not to bend or break the plate or design.) 6. Attach gummed hangers to back of completed wall plaque.		

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Activities at School

CENTER OF INTEREST UNIT: Recreational Craft

SUBUNIT: Craft Stick Pin Cushion

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given the necessary materials and instructions, the student can demonstrate the correct method of making a craft stick pin cushion.	The teacher directs each of the following steps: 1. Lay 12 craft sticks in a row and glue one stick crosswise across the twelve. This forms the bottom of the box. 2. Start with sticks glued across the ends of the top row of sticks of the bottom and build each wall seven sticks high. 3. Wrap art foam around white foam block and secure with pins. Place in box to form the cushion.	50 natural craft sticks. Six inch square art foam. Styrofoam - 3-3/4" by 3-3/4" by 1" Elmer's glue six pins	

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PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Activities at School

CENTER OF INTEREST UNIT: Recreational Craft

SUBUNIT: Spin Art

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given Spin Art painter set, cards, paint, and directions on how to operate the painter, the student can illustrate new designs.	The teacher directs each of the following steps: 1. Set up machine as per manufacturer's instructions. 2. Put cards in Spin Art Painter. 3. Turn on battery operated painter. 4. Apply paint - a few drops of various colors. (Paint will blend to form various colors and designs.) Let dry. 5. Mount in cardboard frame or mat.	Spin Art Painter Set Rapaport Brothers Chicago, Illinois Model PM700 Spin Painter cards (Specially treated 5" x 7" cards) Spin Art Liquid Paint in colors red, yellow, blue, white.	

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PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Activities at School

CENTER OF INTEREST UNIT: Recreational Craft

SUBUNIT: Using Scrap Materials - Rice Jars

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given the proper materials and necessary oral directions, the student can construct a colored rice jar.	The teacher directs each of the following steps: 1. The student will bring a bottle or jar from home. 2. Paint glue on the bottle or jar. 3. Roll bottle in colored rice. (Rice is colored with food coloring.) 4. Students will let glue dry. 5. Paint over rice with shellac.	Jar or bottle Elmer's glue 2 cups colored rice paint brushes shellac	

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Activities at School

CENTER OF INTEREST UNIT: Recreational Craft

SUBUNIT: Using scrap materials - Recipe Holder

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given the necessary materials and oral directions, the student can construct a recipe holder.	The teacher directs each of the following steps: 1. The child puts newspaper on desk and then puts inverted spray can cover on desk. 2. He fills the spray can cover with ½ cup plaster of Paris, adds 2 Tablespoons water and mixes. 3. Insert a picnic fort with tines up. 4. Put plastic flowers in plaster as a decoration. 5. Let the flowers & inverted picnic fork set in plaster of Paris. 6. Use as a recipe holder or a note-holder.	Spray can cover ½ cup Plaster of Paris One plastic picnic fork three small plastic flowers 2 Tbsp. water	

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Activities at School

CENTER OF INTEREST UNIT: Recreational Craft

SUBUNIT: Using Scrap Materials - Paper Weights - Stones

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given the necessary materials and oral directions, the student can construct a paper weight.	The teacher directs each of the following steps: 1. Student arranges stones in attractive upright position and glues. 2. Let the glue set. 3. Paint in various colors and designs with tempra paint.	Three flat stones Elmer's glue Tempra Paint (various colors) Paint brushes	

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Content Outline - Pottery

I. Creating Objects from Moist Clay

- A. Pinch Pot Method
- B. Coil Method
- C. Slab Method

II. Molding of Pottery

- A. Preparing and Curing of Slip
- B. Preparation of Molds
- C. Tieing of Molds
- D. Pouring Slip
- E. Establishing Curing Cycle for Different Size and Shaped Molds
- F. Preliminary Trimming of Cast Greenware
- G. Cleaning of Molds

III. Finishing and Proper Drying of Greenware

- A. Use of Finishing Tools
- B. Water Finishing
- C. Drying and Testing of Greenware in Preparation for Firing
- D. Slip Repair of Damaged Greenware

IV. Bisque Firing

- A. Stacking Kiln
- B. Establishing Correct Time and Temperature Cycles
- C. Actual Firing and Cooling

V. Glaze Finishing

- A. Selection of Colors
- B. Proper Brushing and Dipping of Glazes
- C. Care and Cleaning of Tools and Utensils

VI. Glaze Firing

A. Stacking Kiln

B. Correct Time and Temperature Cycles

C. Proper Cooling Cycle

D. Display of Finished Items

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PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develop Knowledge About Proper Use of Facilities and Equipment

AIM: Pottery Activities at School

CENTER OF INTEREST UNIT: Recreational Pottery

SUBUNIT: Creating Objects from Moist Clay

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given raw materials, necessary oral instructions, and actual demonstration in pinch pot, slab, and coil methods of creating a pottery object, the student can demonstrate each of the methods of creating a pottery object.	Creating objects from moist clay a. demonstrate and explain the three methods of pottery work, pinch pot, slab, and coil. b. distribute materials c. move about class giving aid and assistance when asked for or when needed d. ask children to tell about their creations e. scratch names into bottoms of finished work f. set finished work in storage for drying, unfinished work will be placed	50-lb. Amaco Moist Clay (red indian or white) Formica desk or table tops Rolling pins Amaco Modeling Tools Small bowls Pottery brushes Containers ½ filled with water Plastic bags (Baggies)	

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Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	in plastic bags for completion in next session g. clean-up		
NOTE:	The reader is alerted to the fact that only a sampling of behavioral objectives are indicated at this time.		

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Pottery Activities at School

CENTER OF INTEREST UNIT: Recreational Pottery

SUBUNIT: Molding of Pottery

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given molding equipment, clay slip, oral instructions and demonstration of the molding process of pottery manufacture, the student can prepare molds, pour slip, trim greenware, etc. all in the process of molding pottery.	Molding of pottery a. show and explain use of molding equipment b. demonstrate slip pouring techniques c. explain time curing of molded greenware d. open molds and remove greenware e. initial trimming of greenware f. clean molds g. prepare and tie molds for next pouring h. mix slip for later pouring (10-lbs. clay flour to nine cups of water-47% water by weight) Must be cured 12 hours minimum.	Amaco Indian Red Casting Clay Flour - 67C Amaco White Talc Casting Clay Flour - 15C Molds of choice from: S-K Potteries W156 N9999 Pilgrim Rd. Germantown, Wi. 53022 Phone 251-1212 Mold ties Mold polyethelene scrapers Pottery scrapers - metal Single edged razors Drying tables - Finishing wheels Containers for measuring, mixing, and storing of slip Damp and dry cloths for cleaning	

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Pottery Activities at School

CENTER OF INTEREST UNIT: Recreational Pottery

SUBUNIT: Finishing and drying of greenware.

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given greenware, finishing tools and needed verbal instructions to accompany actual demonstration on greenware, the student can demonstrate the finishing and firing preparations of greenware.	Finishing and drying of greenware a. show and explain the use of various modeling tools b. demonstrate the use of water and slip for re-shaping, smoothing, and surface finishing (brush and finger method) c. demonstrate and explain the testing of greenware for dryness d. demonstrate repair of damaged greenware with slip and water	Greenware Small containers of water Pottery brushes Pottery scrapers Slip Modeling tools	

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PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Pottery Activities at School

CENTER OF INTEREST UNIT: Recreational Pottery

SUBUNIT: Bisque Firing of Pottery

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given greenware, pottery kiln and demonstration of stacking kiln procedure along with a verbal instruction, the student, under the close supervision due to high voltage and heat, will demonstrate the ability to prepare, stack, fire, vent, cool, and open kiln.	Bisque Firing a. explain firing cycle - time and temperature b. demonstrate stacking of kiln c. explain danger of high heat firing d. begin firing cycle on low heat e. gradually increase heat (no more than 300° per hour) f. close vents gradually explaining the need to vent to prevent explosions due to excess moisture in greenware g. fire to top heat 1850° or cones 05 - 06 - 07	Greenware - bone-dry Pottery kiln Cone holder Cones 04 - 09 Pliers	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	h. as cone 07 topples and 06 begins to bend, turn off all switches and begin cooling cycle - approximately 12 hours. i. vent and open slowly - remove bisque ware only when it can be done safely with the bare hand.		

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PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Pottery Activities at School

CENTER OF INTEREST UNIT: Recreational Pottery

SUBUNIT: Glaze Finishing of Bisque-Ware

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given glazing materials, bisque-ware, oral directions and actual physical demonstrations of glazing techniques, the student will demonstrate the ability to select colors of his choice and glaze and decorate his bisque-ware.	Glaze Finishing a. using color chart or sample work show the variety of color and color combinations and designs possible with glaze b. demonstrate the brushing and dipping method of glazing bisque-ware c. demonstrate design of bisque-ware with watercolors and chalk d. demonstrate proper care and cleaning of brushes	Amaco Pottery glazes Amaco Pottery watercolors Amaco Pottery chalks Pottery brushes Sponges Water in small containers Finishing wheel Stilts - stars Bisque-ware Amaco color charts	

PLS:No. 10 - Learning Wise Use of Leisure Time LEVEL: Varied Levels

OBJECTIVE: Develops Knowledge About Proper Use of Facilities and Equipment

AIM: Pottery Activities at School

CENTER OF INTEREST UNIT: Recreational Pottery

SUBUNIT: Glaze Firing

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
Given bisque-ware with glaze application, pottery kiln, and the necessary demonstrations and instructions for the glaze firing of the kiln, the student will demonstrate an understanding of the kiln stacking of glazed ware, the firing, cooling, and venting of the kiln, and the display of finished pottery.	Glaze firing of bisque ware a. mix and apply kiln wash to interior of kiln - permit time to dry b. arrange cones inside kiln in front of peep hole c. place glazed pottery on stilts or stars in kiln - be sure that no pieces are touching anything d. close kiln and begin firing cycle - vent through peep holes or through door if peep holes aren't available e. after one hour has lapsed, close vents and begin second phase of firing cycle	Glazed bisque-ware Kiln wash Utensils for mixing and applying kiln wash Stilts, stars, etc. Pottery kiln Kiln shelf Firing cones - as indicated on glaze directions Cone holder or tub Burlap Felt Table for display	

Behavioral Objectives	Activities	Annotated Resource Materials	Evaluation
	f. fire kiln to desired cone temperature g. throw all switches and begin cooling cycle and vent h. open kiln very slowly - removing glazed ware only when cool to warm when touched i. remove objects and display in area on burlap, felt, etc.		

APPENDIX A

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WEEK ONE	June 29 – Monday	June 30 – Tues.	July 1 – Wed.	July 2 – Thurs.	July 3 – Fri.
9:00–10:10	Physical Fitness Testing: Shuttle Run Arm Hang 300-yd. Run Standing Long Jump Gym-Bowl Bowling Skills Relay Races:	Physical Fitness Testing: 50-yd. Dash Sit-ups Gym-Bowl: Bowling Skills Scoring Pin Soccer	Physical Fitness Testing: Softball Throw Parachute Play: Basic Motor Movements– Stunts Lo-Org. Games Gym Hockey: Fundamental Drills	MILWAUKEE – VISIT CIRCUS EXHIBIT – BREWER'S BASEBALL GAME	Rhythmics: Bamboo Hop Ball Skills: Movement Exploration Activities using milk cartons
10:10–11:20	Physical Fitness Testing: Shuttle Run Arm Hang 300-yd Run Standing Long Jump Gym-Bowl Bowling Skills Relay Races	Physical Fitness Testing: 50-yd Dash Sit-ups Gym-Bowl: Bowling Skills Scoring Pin Soccer	Physical Fitness Testing: Softball Throw Parachute Play: Basic Motor Movements Stunts Games Gym Hockey: Fundamentals Drills		Rhythmics: Bamboo Hop Ball Skills: Movement Exploration Activities using milk cartons
11:55–1:05	Physical Fitness Testing: Shuttle Run Arm Hang 300-yd. Run Standing Long Jump Gym-Bowl: Bowling Skills Relay Races	Physical Fitness Testing: 50-yd. Dash Sit-ups Gym-Bowl: Bowling Skills Scoring Pin Soccer	Physical Fitness Testing: Softball Throw Parachute Play: Basic Motor Movements Stunts Games Gym Hockey: Fundamentals Drills		Rhythmics: Bamboo Hop Ball Skills: Movement Exploration Drills Relay Races
1:05–3:00	Swimming	Bowling	Swimming		Swimming

WEEK TWO	July 6 - Mon.	July 7 - Tues.	July 8 - Wed.	July 9 - Thurs.	July 10 - Fri.
9:00-10:10	Rhythmics: Bamboo Hop Rope Jumping Skills Rope School Basic Motor Skills using musical instruments "Walk Through the Woods"	Rhythmics: Bamboo Hop Chair Drill Ball Skills: To music Bombardment Trench Ball	Parachute Play Singing Games Bunny Hop	Rhythmics: Bamboo Hop Singing Games White Rabbit	Milwaukee - Visit Milwaukee County Zoo - Eat Lunch at the Zoo
10:10-11:20	Rhythmics: Bamboo Hop Rope Jumping Skills Rope School Basic Motor Skills using musical instruments "Walk Through the Woods"	Rhythmics: Bamboo Hop Chair Drill Ball Skills to music Bombardment Trench Ball	Parachute Play Rhythmics: Singing Games Bunny Hop Bingo	Rhythmics: Bamboo Hop Singing Games Square Dancing White Rabbit	
11:20-1:05	Rhythmics: Bamboo Hop Rope Jumping Skills: Rope School Basic Motor Skills using musical instruments	Rhythmics: Bamboo Hop Chair Drill Ball Skills To music Bombardment Trench Ball	Parachute Play Rhythmics: Bingo Bunny Hop Square Dancing	Rhythmics: Bamboo Hop Square Dancing White Rabbit	
1:05-3:00	Bowling	Swimming	Bowling	Swimming	

WEEK THREE	July 13-Mon.	July 14-Tues.	July 15-Wed.	July 16-Thurs.	July 17-Fri.
9:00-10:10	Gymnastics: Animal Mimetics Tumbling Circuit: Rolls Balances Pyramids "Blind Beater"	Gymnastics: Stunts Circuit: Individual Dual-Partner Group Tumbling Circuit Rolls Balances Pyramids	Gymnastics: Apparatus Circuit- Balance Beams Jump Bed Parallel Bars Horizontal Bar Rope Climb Trampoline Basic Bounces	Gymnastics: Apparatus Circuit: Balance Beams Jump Bed Parallel Bars Horizontal Bar Rope Climb Trampoline Advanced Stunts	Gymnastics: Organization of Demonstration Routines and Practice of the Routines
10:10-11:20	Gymnastics: Animal Mimetics Tumbling Circuit: Rolls Balances Pyramids "Blind Beater"	Gymnastics: Stunt Circuit: Individual Dual-Partner Group Tumbling Circuit Rolls Balances Pyramids	Gymnastics: Apparatus Circuit: Balance Beams Jump Bed Parallel Bars Horizontal Bar Rope Climb Trampoline: Basic Bounces	Gymnastics: Apparatus Circuit: Balance Beams Jump Bed Parallel Bars Horizontal Bar Rope Climb Trampoline: Advanced Stunts	Gymnastics: Organization of Demonstration Routines and Practice of the Routines.
11:55-1:05	Gymnastics: Animal Mimetics Tumbling Circuit: Rolls Balances Pyramids "Blind Beater"	Gymnastics: Stunts Circuit: Individual Dual-Partner Group Tumbling Circuit Rolls Balances Pyramids	Gymnastics: Apparatus Circuit- Balance Beams Jump Bed Parallel Bars Horizontal Bar Rope Climb Trampoline: Basic Bounces	Gymnastics: Apparatus Circuit: Balance Beams Jump Bed Parallel Bars Horizontal Bar Rope Climb Trampoline Advanced Stunts	Gymnastics: Organization of Demonstration Routines and Practice of the Routines.
1:05-3:00	Swimming	Bowling	Swimming	Bowling	Swimming

WEEK FOUR	July 20-Mon.	July 21-Tues.	July 22-Wed.	July 23-Thurs.	July 24-Fri.
9:00-10:10	Physical Fitness Testing: Shuttle Run Standing Long Jump Arm Hang 50-yd. Dash Rehearse Demonstration	Physical Fitness Testing: 300-yd. Run Sit-ups Softball Throw Rehearse Routines for Demonstration	Recreational Activities in City Park upon return from Camp-out; Picnic Lunch in the Park.	Softball: Batting Skills Throwing Catching Fielding Grounders Bouncers Fly Balls Basic Rules	Softball: Game Strategy Scrimmage Game
10:10-11:20	Physical Fitness Testing: Shuttle Run Standing Long Jump Arm Hang 50-yd. Dash Rehearse Demonstration	Physical Fitness Testing: 300-yd. Run Sit-ups Softball Throw Rehearse Routines for Demonstration			
11:55-1:05	Physical Fitness Testing: Shuttle Run Standing Long Jump Arm Hang 50-yd. Dash Rehearse Demonstration	Physical Fitness Testing: 300-yd. Run Sit-ups Softball Throw Rehearse Routines for Demonstration.	↓	↓	↓
1:05-3:00	Swimming	Camp-out at Rahr Memorial Forest-Manitowoc	Swimming	Bowling (Open House-Demonstrations-7:30 p.m.)	Swimming

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APPENDIX B

Special Fitness Test Scores

Missing test scores were due to absenteeism.

Pupil No.	CA	Arm Hang (sec.)		One-Minute Sit-up		Shuttle Run (sec.)		Standing Long Jump		50-Yd. Dash (sec.)		Softball Throw		300-Yd. Run (sec.)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	8	13	15	19	27	12.4	12.3	48"	42"	9.7	9.9	50'	42'	86	81
2	8	0	1	6	16	14.9	13.8	37"	35"	12.7	14.0	26'	23'	120	112
3	8	0	1	10	14	14.8	14.1	51"	48"	11.6	11.0	39'	26'	105	92
4	8	11	10	10	26	12.5	12.7	48"	48"	11.0	9.7	49'	52'	82	77
5	8	14	20	15	20	11.8	12.0	42"	51"	10.7	9.8	59'	58'	94	82
6	8	0	4	19	20	12.9	12.1	42"	44"	11.0	10.8	50'	51'	102	106
7	8	0	0	20	22	14.6	14.3	42"	39"	12.9	11.7	54'	53'	114	111
8*	8	7	10	27	30	13.6	13.4	42"	40"	11.3	11.1	17'	19'	143	141
9*	8	0	0	17	21	13.7	13.2	43"	46"	10.9	9.3	26'	32'	84	89
10	9	0	1	0	3	16.3	16.0	36"	45"	14.5	13.2	39'	43'	83	83
11	9	0	7	21	25	15.1	13.9	44"	41"	12.0	11.4	28'	37'	99	94
12*	9	0	1	18	21	12.3	12.2	39"	48"	9.2	9.1	23'	26'	75	69
13	10	8	11	22	24	11.6	11.5	51"	55"	9.8	9.6	62'	58'	80	74
14	10	4	6	20	23	11.9	11.7	57"	59"	9.7	9.2	88'	92'	79	74
15	10	17	38	25	28	10.8	10.9	67"	66"	8.2	8.5	83'	91'	73	62
16	10	0	1	11	12	14.9	14.1	39"	39"	11.0	11.7	68'	70'	112	99
17	10	25	26	27	29	10.4	10.6	62"	63"	8.2	8.1	58'	56'	61	63
18*	10	0	0	16	12	20.6	18.4	3"	2"	15.2	14.5	8'	11'	186	127

*Female

Pupil No.	CA	Arm Hang (sec.)		One-Minute Sit-up		Shuttle Run (sec.)		Standing Long Jump		50-Yd. Dash (sec.)		Softball Throw		300-Yd. Run (sec.)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
19*	10	0	1	8	6	12.6	12.0	48"	51"	10.5	9.2	46'	39'	81	76
20*	10	14	33	7	16	12.3	11.5	60"	60"	9.2	8.8	28'	30'	94	80
21*	10	2	14	11	11	12.2	12.1	38"	48"	10.5	9.3	28'	28'	80	76
22*	10	4	7	18	21	13.8	11.7	44"	49"	10.9	9.8	20'	32'	77	83
23*	10	0	1	9	8	12.9	13.0	45"	50"	11.4	11.2	41'	43'	107	90
24*	10	34	32	27	24	10.4	11.6	60"	63"	9.5	8.8	42'	39'	74	65
25	11	0	0	4	10	16.0	15.3	36"	42"	12.9	14.0	36'	38'	130	131
26	11	0	3	8	23	10.9	11.5	59"	61"	12.0	8.3	92'	90'	85	83
27	11	14	8	20	24	10.8	12.0	51"	58"	9.3	9.1	98'	101'	71	67
28	11	15	16	24	27	11.6	11.2	58"	63"	8.5	8.4	79'	82'	69	79
29	11	0	2	21	28	12.4	12.0	51"	53"	9.9	9.7	59'	62'	86	83
30	11	5	3	12	6	11.1	12.0	60"	62"	9.4	9.9	68'	62'	104	130
31*	11	6	26	25	22	11.3	11.0	42"	54"	8.5	8.0	76'	75'	70	59
32	12							46"		9.8		74'		91	
33	12	3	3	26	31	12.0	13.3	62"	60"	10.8	10.1	53'	54'	79	93
34	12	8	30	29	26	11.6	11.2	60"	65"	8.6	8.4	78'	93'	63	61
35	12	6	5	26	31	11.3	11.6	66"	69"	8.7	8.4	79'	102'	69	64
36	12	0	0	7	21	11.5	11.2	53"	54"	9.1	8.8	80'	86'	79	73

*Female

Pupil No.	CA	Arm Hang (sec.)		One-Minute Sit-up		Shuttle Run (sec.)		Standing Long Jump		50-Yd. Dash (sec.)		Softball Throw		300-Yd. Run (sec.)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
37*	12	7	8	22	26	12.8	13.0	48"	46"	9.2	9.4	37'	42'	87	71
38*	12	0	0	10	12	23.4	22.6	20"	21"	24.0	22.2	20'	19'	279	232
39*	12	0	0	18	23	12.1	13.0	41"	44"	10.8	10.9	25'	20'	88	79
40*	12	0	0	22	24	14.7	14.5	21"	22"	13.2	14.4	17'	10'	129	155
41	13	0	5	41	44	10.3	10.1	60"	64"	8.8	8.3	121'	130'	71	69
42	14	16	19	35	36	9.7	9.5	67"	75"	7.5	6.9	124'	137'	80	49
43	14	5	1	16	18	12.0	12.7	38"	38"	9.7	8.7	99'	95'	83	72
44	14	0	0	23	26	13.6	13.2	52"	51"	9.8	9.4	81'	104'	94	90
45*	14	1	1	25	26	13.0	11.3	48"	51"	8.9	8.5	52'	53'	71	69
46	15	5	2	18	29	13.6	12.1	46"	48"	7.9	7.6	62'	63'	94	60
47	15	0	4	5	14	16.1		33"	39"			26'		126	
48	15	0	0	4	8	18.1	16.4	36"	38"	11.0	11.6	39'	31'		
49*	15	1	1	12	26	11.0	11.3	57"	60"	8.3	7.9	55'	49'	75	61
50*	15	0	3	20	25	11.9	11.5	41"	45"	8.2	7.7	77'	81'	67	61
51	16	1	2	20	19	14.2	12.3	12"	23"	10.6	9.9	15'	20'	86	90
52	16	5	8	29	24	11.7	10.6	57"	63"	8.0	7.1	82'	83'	75	53
53*	16	6	11	36	41	11.5	10.2	69"	66"	7.8	7.9	92'	96'	59	56
54	17	18	13	32	31	11.3	10.1	81"	78"	7.5	6.6	174'	183'	65	55

*Female

Pupil No.	CA	Arm Hang (sec.)		One-Minute Sit-up		Shuttle Run (sec.)		Standing Long Jump		50-Yd. Dash (sec.)		Softball Throw		300-Yd. Run (sec.)	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
55*	17	0	0	25	26	12.4	13.2	46"	45"	10.4	10.0	51'	49'	83	80
56*	17	8	10	23	23	12.7	12.2	60"	63"	8.2	8.3	35'	40'	68	64

*Female

APPENDIX C

Testing and Measuring Individual Progress

There are many evaluation scales and test instruments which may be used to assess the psychomotor function and physical fitness of the mentally retarded. Phase I of the project used the Special Fitness Test as developed by the American Association for Health, Physical Education and Recreation. The following list is not all-inclusive but merely a representation of some selected approaches used in evaluating these important aspects of function among educable, trainable, severely, and profoundly retarded.

1. Tests of Psychomotor Function

   a. Basic Motor Test. (Donald A. Hilsendager, Dept. of Physical Education, Temple University, Philadelphia, Pa. 19122). This test consists of qualitative (i.e., pass-fail) and quantitative (i.e., measured) test items. Qualitative measures are concerned with fundamental motor skills; quantitative items measure more specific motor skills. Direct all requests for further information and permission to use the test to Dr. Hilsendager.

   b. Exercises for the Mentally Retarded: How to Develop Physical Functions in the Growing Child (Evelyn Loewendal, A.C. Croft, Inc., Swarthmore, Pa. 19081). This publication suggests basic principles for interpreting levels of physical growth and motor development in mentally retarded children. Some appropriate exercises and physical activities are described for five different developmental levels, with a built-in evaluative instrument and a program guide for pertinent activities.

   c. Mobility Testing of Neurological Organization (Ernest P. Davis, Crowley Special School, 82 East Delos St., St. Paul, Minn., 55107). Included are measures of fundamental movements, perceptual-motor relationships, basic motor skills, and specific motor skills. Attention is given to social, emotional, and intellectual development, and the interaction of each with the specific motor traits. Some of these approaches are included in The Ernie Davis Lesson Plans Book (St. Paul, Minn.: H.M. Smyth Co., Inc., 1965).

   d. Motor Perceptual Survey (Matthew E. Sullivan, Physical Education Consultant, Special School District of St. Louis County, 9820 Manchester Rd., Rock Hill, Mo. 63119). Test items are classified under general headings of balance, self-awareness, spatial orientation, and related areas. Survey can be administered as part of class routine.

e. Movement Pattern Checklists (Barbara B. Godfrey and Margaret M. Thompson, University of Missouri, Columbia, Mo. 65201). These checklists evaluate the major basic human movement functions and are intended to give a status assessment of patterns fundamental to human performance which form the foundation for human movement. These checklists are suitable for use by either trained or untrained personnel.

f. Oseretsky Tests of Motor Proficiency (Educational Test Bureau, Educational Publishers, Inc., Minneapolis, Minn.). A maturation scale of motor proficiency resembling the Binet Intelligence Scale in construction. Several revisions have been made by American investigators. The test must be administered individually and requires at least 45 minutes per person.

g. The Perceptual-Motor Attributes of Mentally Retarded Children and Youth (Bryant J. Cratty, Dept. of Physical Education, University of California at Los Angeles, Los Angeles, Calif. 90024). Report of a study sponsored by the Mental Retardation Services Board of Los Angeles County. Test items are listed for two levels in each of six categories (body perception, gross agility, balance, locomotor agility, throwing and tracking). Suitable for use with educables, trainables, educationally handicapped and Mongoloids.

h. A Program of Developmental Motor Activities for Retarded Children (Louis Bowers, Dept. of Physical Education, University of South Florida, Tampa 33620) This program contains measures of neurological fitness and a developmental program involving movement exploration, balance, trampoline, and perceptual activities.

i. The Purdue Perceptual-Motor Survey (Eugene G. Roach and Newell C. Kephart, Charles E. Merrill Books, Inc., Columbus, Ohio, 1966). Book contains procedures for administering and scoring the survey, which includes a variety of perceptual-motor test items.

2. Tests of Physical Fitness

a. Kraus-Weber Test of Minimum Muscular Fitness (Hans Kraus and Ruth Hirschland, "Minimum Muscular Fitness Test in School Children," Research Quarterly 25: 178-188, May 1965). Tests of minimum muscular fitness which determine whether an individual has strength and flexibility in parts of the body upon which demands are made in normal daily living. Items include measures of strength of abdominal and psoas muscles, upper and lower back muscles, and flexibility of back and hamstring muscles.

b. Physical Fitness for the Mentally Retarded (Frank J. Hayden, distributed by Information Center-Recreation Center for the Handicapped, c/o Little Grassy Facilities, Southern Illinois University, Carbondale 62901). Battery of eight test items which assess levels of muscular and organic fitness. Age norms (8-17 years of age) according to sex for each item of the battery are included for the trainable retarded.

c. Physical Fitness Test Battery for Mentally Retarded (Hollis Fait, School of Physical Education, University of Connecticut, Storrs, Conn. 06268). Battery of six items considered appropriate for both trainable and educable mentally retarded youngsters.

d. Special Fitness Test (American Association for Health, Physical Education and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036). An adaptation of the original Youth Fitness Test in which three of the seven test items have been modified and standards have been determined from norms based on a large national sample of educable mentally retarded children.

3. Developmental Profiles

a. Denver Developmental Screening Test (University of Colorado Medical Center, Denver, Colorado 80220). Test devised and standardized to provide a simple, clinically useful tool to assist in the early detection of children with serious developmental delays.

b. T.M.R. Performance Profile (Reporting Service for Exceptional Children, 563 Westview Ave., Ridgefield, New Jersey 07657). Evaluation scale, based on teacher observation, presents graphically the current status of an individual child, helps the teacher evaluate more really existing needs, plan for individual growth and record change and development. Various indexes make it possible to evaluate one major area against another and to assess progress in the various areas from year to year. They also publish an E.M.R. Performance Profile.

c. A Special Diagnostic Battery of Recreative Functioning for the Trainable Mentally Retarded (developed by Jean Mundy, Dept. of Recreation, Florida State University, Tallahassee 32306). Instrument measures skills, abilities, and competencies needed by an individual if he is to participate in different recreational activities with success.

APPENDIX D

CAMP ACTIVITY SCHEDULE

July 21 – Tuesday:

9:15 – Leave Sheboygan Falls for Marebel Caves County Park
10:30 – Arrive at Marebel Caves County Park
11:15 – Leave for Point Beach State Park
11:50 – Arrive at Point Beach State Park
(Lunch, comb beach, etc.)
1:45 – Tour through lighthouse
2:45 – Leave for Camp
3:00 – Arrive at Camp
(Unpack, bunk assignments, orientation, etc.)
3:30 – Flag Raising ceremony
3:35 – Beach Combing, Hiking, etc.
5:00 – Report back to Camp
5:10 – Hoppers report to kitchen
5:15 – Personal Hygiene
5:30 – Dinner
6:00 – Rest period, etc.
6:40 – Flag lowering
6:45 – Evening Activities
(Bonfire, singing, skits, etc.)
8:50 – Snack time
9:00 – Movie or Story-telling
9:30 – Lights Out!!!!

July 22 – Wednesday:

7:00 – Rising and Clean-up
7:10 – Hoppers report to kitchen
7:30 – Breakfast
8:00 – Packing and clean-up
8:45 – Leave for Lincoln Park – Manitowoc
9:25 – Arrive at Lincoln Park
(Zoo, Hiking, Games, etc.)
10:45 – Leave for Sheboygan Falls
11:45 – Lunch
12:15 – Homeroom
(Discuss experiences, etc.)
1:05 – Leave for Plymouth High School for swimming

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Things to Bring:

Clothing –
Pajamas
Extra pr. socks
Jeans or slacks
Light Jacket

Bedding –
Bedroll or blanket & sheet
Pillow case

Toilet Articles–
Tooth Brush & Paste
Comb or Hair Brush
Handkerchiefs or Kleenex
Wash cloth & Towel

Miscellaneous –
Heavy plastic bag for
beach combing collection

**Mark personal items with name tape, indelible ink, or crayons

APPENDIX E

Minnesota Teacher Attitude Inventory

The Minnesota Teacher Attitude Inventory was administered on a pre- and post-test basis to the four intern teachers, the four regular teachera and the master teacher.

The authors of the Inventory have found through investigation that the attitudes of teachers toward children and school work can be measured with high reliability and that the attitudes show a significant correlation of teacher-pupil relationships found in the classroom. The inventory is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and indirectly, how well he will be satisfied with teaching as a vocation.

It should be remembered that teacher-pupil attitudes are simply indicators of the teacher's classroom behavior.

It is assumed that a teacher ranking at the high end of the scale should be able to maintain a harmonious relationship with his pupils, characterized by mutual affection and sympathetic understanding. At the other end of the scale is the teacher who attempts to dominate the classroom. He tends to think in terms of his status, the correctness of the position he takes on classroom matters and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows, and can do.

The authors have found that the subject taught was significantly related to teacher attitudes. Teachers of academic areas scored higher than teachers of special fields such as physical education, music or art.

Summary

1. Classroom Teacher — Pre: 90% — Post: 70%

   Teacher (4 years training) of mentally retarded children in special school with less than 21 teachers.

2. Classroom Teacher — Pre: 95% — Post: 99%

   Teacher (4+ years training) of mentally retarded children in special school with less than 21 teachers.

3. Classroom Teacher — Pre: 60% — Post: 70%

   Teacher of special area in regular elementary school with more than 21 teachers.(4+ years training)

4. Classroom Teacher — Pre: 30% — Post: 25%

   Teacher (4+ years training) of mentally retarded children in special school with more than 21 teachers.

5. Intern — Pre: 70% — Post: 75%

   Physical education teacher (4 years training) in special school with less than 21 teachers.

6. Intern — Pre: 50% — Post: 50%

   Physical education teacher (4 years training) in special school with more than 21 teachers.

7. Intern — Pre: 60% — Post: 70%

   Physical education teacher (4 years training) in special school with more than 21 teachers.

8. Intern — Pre: 50% — Post: 80%

   Physical education teacher (4+ years training) in integrated program with more than 21 teachers.

9. Director — Pre: 25% — Post: 70%

   Physical education teacher (5+ years training) in special school with more than 21 teachers.

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